



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 1**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF WALES & ENGLAND,  
c.1483-1603  
1234/01**



## SECTION A

Question 1	Crown, Council and Parliament in the reign of Elizabeth, 1558-1603.	40 Marks
<p><b>To what extent was the power and authority of the Crown greater in 1603 than it had been in 1558?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the power and authority of the Crown and/or government in general.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will focus on a discussion of the Crown's power and authority stating that at best it was as powerful in 1603 as it had been in 1558. They might discuss the role of Parliament but not link it directly to the question. Although the Privy Council largely controlled the business of government, it did not control the Crown in spite of attempts to do so.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will likely focus on a discussion of the Crown's power and authority stating that it was at least as powerful in 1603 as it had been in 1558. However, candidates should seek to challenge this assumption by exploring the role and influence of the Privy Council and the growing financial strength of Parliament. They will likely say that the Privy Council did largely control the business of government (central as well as local) and of parliament but it did not control the Crown. On the other hand, the Crown became dependent on the advice of its ministers and, in particular, on the financial strength of parliament. The crown still had the power to block legislation, hire and fire ministers and deny patronage to those who challenged or opposed its authority.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not the Crown was more powerful by 1603 than in 1558 i.e. able to control the Privy Council, central government and Parliament. In fact, candidates may state that the Crown may not have been as powerful as it had been and that its authority had declined because it became dependent on Parliamentary finance to survive.</p>		

Question 2	Mary Stuart and England's relations with the Catholic Powers, 1568-88.	40 Marks
<p><b>'The Pope's reaction to Elizabeth's religious policies did more to harm relations between England and the Catholic powers than any other factor.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Pope's reaction to Elizabeth's religious policies.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question.</b> Candidates are likely to discuss the reasons why the Pope reacted by excommunicating Elizabeth in 1570. They will be aware of a link between the Pope's actions and Elizabeth's religious policy and the harm this caused to England's foreign relations but will not explore this in any detail.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will focus on weighing up the contribution the Pope's reaction to Elizabeth's religious policy made to harming England's relations with the Catholic powers. The Pope had a powerful voice in European politics and the Catholic power of Spain was eventually persuaded by the Vatican to declare war on England in 1585. The imprisonment of Mary was a convenient excuse to criticize Elizabeth and England but no more. No invasion was launched to rescue her and trade between England and the Catholic powers continued largely uninterrupted until the late 1570s.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> the Pope's reaction to Elizabeth's religious policy was the main reason why England's relations with the Catholic powers (esp. Spain) were harmed and deteriorated into war. Some candidates may argue that the imprisonment of a Catholic monarch was bound up with the religious policy of a Protestant queen. Candidates should give due consideration to the fact that England's relations with France remained cordial throughout this period.</p>		

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

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

## SECTION B

Question 1	Poverty, vagrancy and the poor in Wales and England, 1483-1603.	40 Marks
<p><b>'The most significant cause of poverty and vagrancy in this period was economic depression.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the causes of poverty and vagrancy.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will be likely to show an awareness of the role played by economic depression in causing poverty and vagrancy but they may concentrate too much on this issue to the exclusion of other factors.</p> <p><b>There will be some attempt to cover the set period,</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will likely show an awareness of the role played by economic depression in causing poverty and vagrancy. Other factors will have to be explored such as the decline in charity as a result of pillaging of the Church. The closure of the monasteries and chantries, the policy of enclosure, changes in farming practices, the rising population and hardening attitude of the government towards vagrants are factors that will need to be discussed.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which economic depression was mainly responsible for causing poverty and vagrancy.</b> Candidates must evaluate this cause alongside the impact of other factors e.g. the decline in relief from the Church (esp. the closure of the monasteries 1536-40 and chantries in 1547), decline in charity and the failure of the government to act in stemming the rise and spread in poverty and vagrancy. Enclosure, unemployment, rising population and decline in food supplies are factors that should also be discussed.</p>		

Question 2	Tudor foreign policy, 1483-1603	40 Marks
<p><b>To what extent were relations with the Netherlands the most important influence on Tudor foreign policy in the period between 1483-1603?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the main features of Tudor foreign policy with some reference to the Netherlands.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will likely concentrate on discussing Tudor foreign policy with reference to the Netherlands and the fact that in the second half of the century the Dutch shared the Protestant religion with England. They might be aware that there were other features such as trade, the economy, political alliances with other countries (France and Spain), and colonial rivalry.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will show that the Netherlands had wavered between friendship (during the reign of Elizabeth) and hostility (during the reigns of Henry VII and VIII) for most of the period covered. England's relations with France, Spain and the Empire must be taken into account as important influences on foreign policy.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the Netherlands influenced Tudor foreign policy when compared to England's relations with Scotland, France, Spain and the Empire.</b> The situation was far more complex and the relationship with each country varied over time. Also there were other key features of foreign policy such as trade, the economy and colonial rivalry in the New World, several of which shall feature in the discussion.</p>		

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

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



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



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 2**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF WALES & ENGLAND,  
c.1603-1715  
1234/02**



## SECTION A

Question 1	England's relations with Ireland, Scotland and Wales, c.1603-1649	40 Marks
<p><b>'The Bishops' Wars in Scotland were a greater threat to England than the Irish rebellion was.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Irish rebellion and/or the Bishops' Wars in Scotland.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will likely comment on the threat each posed to England without necessarily coming to an evaluative judgement.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates must compare and evaluate the threat that each posed to England. Scotland enjoyed a land border with England making it easier to invade while Ireland might seek aid from the continental Catholic powers. Ireland had long been a thorn in the side of the English and had been a significant drain on her financial and military resources. The Scots sought to persuade or force the king to meet their religious demands but the Irish sought independence with the aid of a foreign army (Spanish or French) the presence of which was more of a threat to England's long term security than its quarrel with the Scots.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the Bishop's Wars were a greater threat to England than the Irish rebellion. The English had more in common with the Scots than they did with the Irish. The Scots were regarded almost as equals but the Irish were despised and not trusted.</p>		

Question 2	James II, the Glorious Revolution and party politics, c.1685-1715	40 Marks
<p><b>'The Bill of Rights did more to increase than to reduce the tension between the Crown and Parliament.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the tension between the Crown and Parliament and/or the Bill of Rights.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might suggest that since the Bill of Rights was drawn up by Parliament following the deposition of a king this might increase the tension between it and the Crown. However, Parliament's invitation to William and Mary to become joint rulers showed its weakness and dependence on monarchy i.e. Parliament seemed unable to rule without a king/queen. They will not properly evaluate the extent to which the Bill of Rights established a balance of power between Parliament and the Crown.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates must evaluate the relative positions of both the monarchy and Parliament after, and as a result of, the Bill of Rights. Although the Bill of Rights tipped the balance of power firmly parliament's way the Crown still had considerable authority. William III still had the power to take England to war against France though he needed parliament's money to finance it. The monarchy could manipulate Parliament by bribing/influencing MPs. It may be argued that the Bill of Rights eased tension between Crown and Parliament because it clearly stated what each could and could not do. On the other hand, the Crown resented the growing authority of Parliament and this led to more tension.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the Bill of Rights eased or increased the tense relationship between the Crown and Parliament. The issue is complex and some candidates might suggest that the period actually witnessed a growing partnership between the two.</p>		

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

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

## SECTION B

Question 1	Crime, disorder and protest, c.1603-1715	40 Marks
<p><b>To what extent was opposition to the power of the Crown mainly responsible for the growth in protest and disorder in the period between 1603 and 1715?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the growth in protest and disorder and/or the nature of the Crown and its power during the period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might focus on the growth of protest and disorder without fully evaluating the contribution made by anger and opposition to the Crown and its prerogatives and power.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates should evaluate the contribution that opposition to the Crown and its power made to the growth of protest and disorder alongside other causes such as war, economic problems, decline in the moral power of the church, hunger/famine, unemployment and the spread of radical ideas.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> opposition to the Crown and its power was mainly responsible for the growth in protest and disorder. Candidates will note the fact that even after the execution of one king (1649) and the deposition of another (1688) the issue of the Crown's power, especially its royal prerogative still provoked anger and widespread opposition.</p>		

Question 2	England's changing relations with foreign powers, c.1603-1715	40 Marks
<p><b>To what extent was commercial rivalry the most important influence on England's changing relations with foreign powers in the period between 1603 and 1715?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> England's relations with foreign powers and/or colonial and commercial rivalry.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates may simply concentrate on England's colonial and commercial policies with continental Europe without considering the wider political and military issues that contributed to change, e.g. the marriage policies of James I and Charles I, the impact of the Civil War or the rise of the Dutch and the Spanish empires.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates should focus on the phrase <i>changing relations</i> and relate this to the factors that promoted change such as war, marriage, politics and diplomatic alliances. Candidates should show some awareness of the changing nature of foreign relations e.g. the French and Dutch had enjoyed a generally good relationship with England during the first half of the period.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> England's changing relations with foreign powers was influenced by colonial and commercial rivalry. The civil war and the establishment of the republic under Cromwell did as much as England's growing naval and military power to change her relationship with foreign powers such as the Netherlands and Spain.</p>		



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

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

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



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 3**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF WALES & ENGLAND**

**c1780-1886**

**1234/03**



## SECTION A

Question 1	The Conservatives in the age of Peel and Disraeli, 1834-1880	40 Marks
<p><b>'Unprincipled and ineffective.' To what extent is this a valid assessment of Disraeli in the period 1846-1880?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Disraeli's career between 1846-1880.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will suggest that Disraeli was indeed unprincipled and ineffective.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates may discuss in detail the debate about Disraeli's motives in opposing the Corn Law Repeal, supporting reform in 1867 and social reform in his second ministry. The 'ineffective' aspect may refer to the long years of opposition when the split of 1846 caused the limitations of his reforms.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Disraeli was unprincipled and ineffective.</b> Answers may question the nature of Disraeli's commitment to reform including whether he was pursuing a consistent line from the 1840s, discussing his novels, Young England, etc. They might then consider his success in reviving the party in the 1870s and the impact of his various domestic reforms.</p>		

Question 2	The development of Liberalism, 1846-1886	40 Marks
<p><b>'Gladstone's outstanding achievement was to keep the Liberal Party united in the period 1866-1886'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Gladstone's career or achievements.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers might suggest uncritically that his most outstanding achievement was to keep the Liberal Party united.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates may discuss in detail the difficulties in keeping the Liberal coalition together by dealing with Whigs, Peelites and radicals. They might consider the difficulties over education reforms, the non-conformists and the shattering effect of the decision for Home Rule. Comparisons should be made with his record of landslide electoral victories and the impact of the first ministry.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> keeping the party united was an outstanding achievement noting Gladstone's antipathy towards radicalism and arguments with Chamberlain. The comparison referred to in Level 3 will also feature prominently.</p>		

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

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

## SECTION B

Question 1	Social Reform, 1780-1886	40 Marks
<p><b>'The public health movement was the most successful of the campaigns for social reform in the period 1780-1886'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of social reform in the nineteenth century.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will suggest that the public health movement was the most successful campaign because of what it achieved.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss in detail the ways in which the public health movement was successful (Chadwick, the Board, the sewerage system in London etc). This will contrast with the success of factory and mines reform, elementary education and the social reforms of the 1870s and 1880s. Candidates should offer an overview of the period which demonstrates that they understand the political, social, economic and religious influences on reform in the nineteenth century.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which public health reform was the most successful campaign.</b> There will be a particular focus on the methods of the public health reform and its influence. The examples in Level 3 will be addressed. Candidates will offer a sophisticated overview of the period and present a balanced assessment of the varying degrees of success of social reform campaigns.</p>		



Question 2	Parliamentary Reform, 1780-1886	40 Marks
<p><b>'Parliamentary reform always had to be forced from reluctant governments in the period 1780-1886'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of parliamentary reform in the nineteenth century.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will suggest that governments were always reluctant to reform parliament.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss governmental responses to pressure for parliamentary reform, in particular the motivation behind the 1832 Reform Act. The extent to which the quotation works in relation to 1867 or 1884 should be addressed.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the reforming moves had to be forced from the government.</b> Were there any which showed government initiative? There will be a clear assessment of the strength of the parliamentary reform movement. The content in L3 answers will be required but there will be a sophisticated overview of the period and a balanced assessment of the motivation behind parliamentary reform.</p>		

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

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

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



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 4**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF WALES & ENGLAND**

**c.1880-1980**

**1234/04**



## SECTION A

Question 1	Depression and austerity, 1929-1951.	40 Marks
<p><b>"The Labour Government of 1945-1951 created a fairer society for all." Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocused or weak descriptive account of the Labour reforms of 1945-1951.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be some attempt to discuss the relative positive and negative aspects of the Labour reforms but there will be little or any development through evaluation of the view that they created a fairer society for all.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> There will be an attempt to discuss whether the reforms created a fairer society or whether the reforms were more piecemeal in their effects.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Labour Government of 1945-1951 created a fairer society for all.</b> Candidates will provide a balanced account of the whole period 1945-1951 and will develop a substantiated debate considering Labour's social and economic record. They will come to a sustained judgement considering the position in 1945 when set against the position in 1951.</p>		

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

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

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



## SECTION B

Question 1	Social reform, 1880-1980.	40 Marks
<p><b>To what extent was the impact of war the main influence on social reform, 1880-1980?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or weak descriptive account of issues</b> relating to social reform between 1880-1980.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates at this level may suggest that the impact of war was the main influence on social reform, and may well mention some other contributory factors. <b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss the impact of war when set against other issues which may or may not have been more influential in bringing about social reform such as economic distress and political expediency.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> the impact of war was the main influence on social reform 1880-1980. Candidates will provide a sustained evaluation considering attitudes to social reform at the turn of the century, social reforms pre-1914, the effects of the inter-war depression, the Labour government 1945-1951 and other issues facing the welfare state after 1945.</p>		

Question 2	Britain and Europe, 1880-1980.	40 Marks
<p><b>"Containing the power of Germany was the main factor influencing British foreign policy, 1880-1890." Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocused or weak descriptive account of Britain's foreign policy in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They may suggest that containing the power of Germany was the main influence, but that there were other influences as well. <b>There will be some attempt to cover the set period</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates may well discuss in detail how the need to contain the power of Germany influenced Britain's relationship with Europe but they will also cover the other political, military, social, economic and cultural factors which affected British foreign policy.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> the desire to contain the power of Germany was the main influence on Britain's relationship with Europe. A balanced judgement should be made compared to other issues such as the changing relationship with Europe, the fear of Russian expansion, Splendid Isolation, lack of faith in the League of Nations or individual agreements. They should consider Britain's changing status after 1880, causes of conflict in 1914 and 1939, Britain's world role and Empire throughout the period and the development of economic areas – EFTA and EEC.</p>		

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

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

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



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 5**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF EUROPE  
1234/05**



## SECTION A

Question 1	The reign of Philip II, 1556-1598	40 Marks
<p><b>To what extent was the centralisation of government Philip II's most important achievement?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Philip's centralisation of government.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates may well discuss the centralisation of government as Philip's most important achievement with reference to the setting up of the Councils and their role. Little attempt will be made to offer specific historical support of the extent of their achievement for Spain's administration.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Consideration will be given to the extent of the centralisation of government during Philip II's reign. Discussion will be attempted about the importance of other factors that could be considered as achievements of Philip II such as the governorship of the New World, the championing the Catholic Reformation in Spain, defeat of the Ottomans at Lepanto and the annexation of Portugal.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> centralisation of government was Philip's most important achievement. Discussion of Philip's centralisation of government should be evaluative and supported by specific relevant historical knowledge. Candidates might challenge whether centralisation could be considered a significant achievement. This should be balanced by a consideration of his achievements in the annexation of Portugal, fiercely preserving the Catholic faith in the Spanish Empire and successfully defeating the Ottoman Empire in a significant naval battle.</p>		

Question 2	France, 1562-1610	40 Marks
<b>To what extent was the reign of Henry IV a period of recovery for France?</b>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the reign of Henry IV in France.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates may well discuss the reign of Henry and offer some generalised statements on whether or not it was a period of recovery. Little attempt will be made to offer specific historical support regarding the issue of recovery or consider that in some aspects it recovered while in others it was a continuation of policy from the French Wars of Religion.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Consideration will be given to the recovery of peace, the economy and religious toleration during Henry IV's reign. Discussion will also be attempted on the extent of the limited nature of the recovery in these areas. Mention, for example, could be made of the limited toleration of the religious settlement of the Edict of Nantes.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Henry IV's reign could be considered a period of recovery.</b> Discussion of the religious, political and economic recovery should be evaluative and supported by specific and relevant historical knowledge. This should be balanced by a consideration of the role of Sully and Henry IV in the contemporary propaganda exercise to enlarge the political and religious achievements of the Bourbon king. How significant was the religious settlement at Nantes as a recovery of religious toleration? How significant was victory against Spain and how significant was the economic recovery orchestrated by the Duc de Sully?</p>		



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

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

## SECTION B

Question 1	Political and religious change in Europe, 1515-1621	40 Marks
<p><b>"Political rivalries in Europe were the greatest threat to European peace in the period 1515-1621". Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of political rivalries in Europe 1515-1621</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Consideration will be given to the impact of political rivalries in Europe, 1515-1621 alongside other threats such as religious turmoil.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will consider both the political and religious issues which threatened 16<sup>th</sup> century Europe. Consideration will be given to such political rivalries as Hapsburg Valois rivalry from 1515-1559, Ottoman Hapsburg rivalry from 1520-1571 and Anglo Spanish rivalry in the reign of Philip II. An attempt will be made to balance this against the threat posed by the Protestant and Catholic Reformations.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the development of Europe, between 1515-1621 was mainly shaped by political rivalry.</b> Consideration will be given to the threats to Europe created by religious change, economic and social development and cultural changes.</p>		

Question 2	Spain and Europe, 1516-1621	40 Marks
<p><b>"Religion was the main driving force behind Spain's European policies." Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of Spain's European policies in the period 1515-1621.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Consideration will be given to Spain's European policies in the reigns of Charles V, Philip II and Philip III and answers will attempt to evaluate how far these policies were driven by religious or political motives.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will consider the motivation behind the key Spanish European policies in this period. They will consider the defence of western Europe from the Ottoman threat, the response to the challenge of the German Reformation, the defence of Spanish rule and Catholicism in the Netherlands and the defence of Catholicism and political ambitions in England. Evaluation will be attempted of these policies and the motivation for their implementation.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> Spanish European policies were driven by religious, political or other factors.</p>		

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

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

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



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 6**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
c.1696-1815  
1234/06**



## SECTION A

Question 1	Catherine the Great, 1762-1796	40 Marks
<b>To what extent was Catherine the Great an enlightened ruler ?</b>		
<i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i>		
<b>Answers will be an unfocussed or descriptive account of</b> Russia during the reign of Catherine the Great. There will be some attempt to provide a general account of selected events from the reign of Catherine the Great.		
<i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i>		
<b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether and to what extent Catherine the Great of Russia was an enlightened ruler. This may involve a limited range of content provided which touches upon the nature of Catherine's rule as opposed to what happened during her reign.		
<i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i>		
<b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> They will focus on the extent to which Catherine the Great can be considered to be an enlightened ruler. Accounts of her reign will clearly weigh up her policies within the context of enlightenment. There will be some exploration of what constituted an enlightened approach to rule. Candidates can be expected to discuss such policy areas as serfdom and administrative/legal reforms.		
<i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i>		
<b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> the extent to which Catherine the Great's rule can be considered enlightened. A fully integrated response which considered areas where her rule could be considered enlightened such as her attitude towards serfdom and the reform of administration and government could be tempered by policies which were less than enlightened. They will note in a clear and coherent way a counter view. A range of policies will be analysed carefully and weighed concept of enlightenment. Among these will be her policy towards the nobility and her domestic reforms.		



Question 2	Commercial and colonial rivalry, 1750-1815	40 Marks
<p><b>'Territorial ambitions were mainly responsible for the rivalry between Prussia and Russia in the Baltic'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the rivalry between Prussia and Russia in the Baltic.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether rivalry between Prussia and Russia in the Baltic during this period was mainly about strategic concerns. Descriptors of the rivalry will tend to dominate the accounts.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will clearly attempt to engage with the question set. They will focus on whether the rivalry between Prussia and Russia in the Baltic during this period was mainly about strategic concerns. They will explore the nature of the relationship and cite examples where the rivalry was clearly about other factors such as trade and establishing economic supremacy for one at the expense of the other. Accounts will include, in varying degrees, other possible causes of tension.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the rivalry which existed between Prussia and Russia in the Baltic during this period was mainly about strategic concerns.</b> While there was clearly an element securing a strategic advantage, other factors such as trade and commerce were important. As both countries became drawn into the war with France following the revolution other factors started to emerge namely the aim of securing the partition of Poland. For a brief period rivalries were set aside in a common goal of checking the advance of revolutionary ideals. There will be a clear attempt to explore all facets of the rivalry. A sustained argument will consider in detail other issues.</p>		

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

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

## SECTION B

Question 1	France, 1715-1815	40 Marks
<p><b>To what extent was weak leadership the main factor affecting France during the period 1715-1815?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of France between 1715-1815.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether weak leadership was the main factor affecting France during this period. The responses will mainly list the various periods from Louis XV down to Napoleon and will contain much descriptive content. The judgement will be weak and there will be little attempt to sustain it throughout the question.</p> <p><b>There will be some attempt to cover the set period,</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issues in a developed response which makes an attempt to come to a balanced judgement.</b> They will focus on the extent to which weak leadership was the most significant development in France during the period 1715-1815. Accounts of other significant factors such as the overthrow of the <i>ancien regime</i> and/or the emergence of Napoleon and his dynamic leadership will be provided in an attempt to address to question. Candidates will confront the issue and pose alternative views - such as the emergence of democratic republicanism or the government by Terror.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate</b> the extent to which weak leadership during the period 1715-1815 was the most significant development in France during this period. Candidates will focus clearly on the key phrase - <i>the main factor</i>. They will seek to challenge this view by presenting in a coherent and integrated response a range of alternative factors - such as the overthrow of the monarchy or the emergence of Napoleon and his Empire as other options. The nature of leadership will be examined - they may choose to consider Robespierre or Louis XVI as exemplars of leadership.</p>		

Question 2	Great Power rivalry, 1696-1815	40 Marks
<p><b>To what extent was the changing balance of power responsible for Great Power rivalry in Europe between 1696 and 1815?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the rivalry between the European Great Powers during this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether the changing in the balance of power in Europe between 1696 and 1815 was mainly responsible for Great Power rivalry. Most of the content will be narrative, possibly consisting of a list of various conflicts across the period, in largely a chronological fashion. There may be little focus on the notion of the balance of power. The judgement will be weak and there will be little attempt to sustain it throughout the question.</p> <p><b>There will be some attempt to cover the set period</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> They will focus on whether the changing balance of power in Europe during the period 1696 to 1815 was responsible for Great Power rivalry. A clear emphasis will be placed on the key phrase "responsible for" and this will be reflected in the responses. Balanced accounts will support the view of the changing balance of power in Europe but there were also other forces at work. The rise of Britain was due very much to her industrial and imperial riches, the hegemony of Austria in central Europe was challenged by Prussia and while military factors were present other were also at work.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, that the changing balance of power in Europe between 1696 and 1815 was mainly responsible for Great Power rivalry.</b> Great Power rivalry was driven by many factors, one of which was clearly in the balance of power. The thwarting of French aspiration in Spain culminated in a major reversal for Louis XIV which led to a period of stagnation and decline. The weakness of the Hapsburgs was also capitalised on by her rivals most notably the Prussians. They will consider the key phrase '<i>mainly</i>', and will argue accordingly. While this was clearly a factor there were other issues such as commercial and industrial wealth and the changing fortunes of rulers. With the outbreak of the French revolution and the subsequent revolutionary and Napoleonic wars - 1792-1815 this might lend support for the view in the question.</p>		

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

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

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

CONFERENCE VERSION – 25.11.2011

**CONFIDENTIAL**



**AS/AL HISTORY**

## **MARKING SCHEME**

**PERIOD STUDY 7**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
1815-1917  
1234/07**

<b>Date of Examination:</b>	<b>Thursday 26 January 2012</b>
<b>Date of Examiners' Conference:</b>	<b>Tuesday 31 January 2012</b>
<b>Time of Examiners' Conference:</b>	<b>9.30am</b>
<b>Venue:</b>	<b>WJEC, 245 Western Avenue, Cardiff</b>
<b>Final Date for Return of Scripts:</b>	<b>Monday 20 February 2012</b>





## SECTION A

Question 1	France, 1848-1870	40 Marks
<p><b>'Napoleon III was nothing more than an unprincipled opportunist'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Napoleon III's reign.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will attempt to consider the view that Napoleon III was indeed an unprincipled opportunist in both his domestic and foreign policy.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will evaluate the extent to which Napoleon III was indeed an unprincipled opportunist. They will consider examples of his opportunism and lack of sincerity in domestic and foreign policy. References could be made to his support for Italian independence because of his belief in political rights and his desire to upset the Vienna Settlement. Candidates might argue that he provided for the material welfare of the masses. He tried to help the peasant and urban worker with public works, as he was anxious to provide full employment because of his socialist thinking inspired by Saint-Simon. This will be balanced against the view that he was no more than a showman who seized any opportunity to develop the regime's image and therefore his own.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not Napoleon III he was nothing more than an unprincipled opportunist.</b> Candidates should focus upon 'unprincipled' and 'opportunist' aspects of this question. Discussions should consider whether or not he had a paternalist and principled vision of society or whether he was a self seeking adventurer and opportunist. He may have created the impression that he wanted to extend political freedom yet his constitution was a compromise. His economic policy did increase prosperity but it was ultimately only skin deep and therefore unprincipled. He shrewdly exploited plebiscites and he targeted areas of support. He manufactured public opinion through his policies at home and abroad. His adventures in foreign policy were an attempt to build upon the Napoleonic tradition and were only empty gestures e.g. he supported Piedmont in 1859 and then abandoned her. He lacked a sense of realism and perspective.</p>		

Question 2	Russia, 1881-1917	40 Marks
<p><b>'The Tsarist government was far more secure in 1914 than it had been in 1881.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> Russia in the period 1881-1914.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will consider the impact of the reforms in the period and agree with the focus of the question. Candidates might argue that political, economic, and social, reforms of the period had gone far enough to stabilise the regime and that it was a real break with the past so that Russia was well on the path towards western or semi-western lines. There had been an assassination in 1881 but the Tsar seemed secure by 1914.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about the impact of the reforms upon the stability of the Tsarist government and whether or not the Tsarist regime was beginning to modernize and embrace reform or was it essentially backward looking and blind to the inherent dangers in Russian society. Candidates should assess whether or not these were half hearted attempts at reform, and that the relative passivity of the population should not have been confused with outright support for the Tsarist government. It had been secured on the basis of coercion and not contract and consent. The limitations of the reforms in the period meant that the regime would be unlikely to survive if it was put to a further test which was provided with the outbreak of the First World War.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> the Tsarist regime was far more secure in 1914 than it had been in 1881. Following the 1881 assassination the regime had become manifestly more unpopular by 1905 but by making the Tsarist regime more oppressive the assassination may have deepened the gulf between the people and the regime. In terms of the reforms in the period after 1905 candidates will consider whether they were meant to make the regime more secure by removing political and social and economic grievances so that Tsarist Russia was progressing towards a modern industrialized, parliamentary state, or was it more secure because it protected authoritarianism. Candidates might consider that it was less secure because nothing had really changed; the gulf between the Duma and government was still great. Candidates should discuss the impact of Stolypin's reforms; and the attitude of the people and political opponents and reach a judgement about the position of Russia on the eve of the First World War.</p>		

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

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

## SECTION B

Question 1	International relations, 1815-1914	40 Marks
<p><b>Were international relations mainly shaped by the experience of war in the period 1815-1914?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> international relations in this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set</b> by suggesting that the experience of war mainly shaped international relations. Some of the key conflicts should be considered such as the end of the Napoleonic wars, the Greek war of independence, the Crimean war and other localized conflicts up to the outbreak of WW1.</p> <p><b>There will be some attempt to cover the set period,</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issues in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will make an attempt at an historical overview and evaluate the role of the experience of war in shaping international relations whilst balancing the impact of a range of other factors. Candidates will examine the changing balance of power and the issues like range of European alliances which affected the period as well as the peace treaties which punctured the period. Candidates will examine the way in which and the Eastern Question, the Balkans, liberal and nationalist movements, the outbreak of revolution created political insecurity and thus affected international relations and weigh this up against the experience of war.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate whether</b> or not the experience of war was mainly responsible for shaping international relations. Candidates should focus upon the relationship of the powers before, during and following the experience of war in the period. Candidates should evaluate the role of imperial and colonial policies and the role of individual powers. The question of Balkan nationalism should also be discussed as a vehicle for upsetting the balance of power and thus shaping international stability. Candidates should examine the complexities of the international arena and show that national self-interest was also a determinant in the development of European relations. Candidates should trace the development of these forces and evaluate their contribution to international relations.</p>		

Question 2	Germany, 1815-1914	40 Marks
<p><b>To what extent was the influence of Prussia the most significant factor affecting change in Germany in the period 1815-1914?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the development of Germany in the period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will attempt to form a judgement of the importance of the influence of Prussia on Germany in this period.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about the extent of the importance of Prussia in affecting change in the development of Germany. Candidates will focus upon factors such as the influence of the Prussian army, the Zollverein in forging economic unity in Germany and Prussian industrial growth. The Erfurt union and the humiliation of Olmutz may be discussed to show the lessening influence of Prussia and the restoration of Austria power. There will also be reference to Bismarck the Prussian Junker and Prussia's role in unification and the Kleindeutschland solution. The influence of the economic factors in the development of Germany will be evaluated against the importance of other factors such as the political forces, the impact of individual statesmen and leaders, the impact of nationalism and the experience of war. They will argue that economic forces were perhaps the main driving force for change in Germany rather than Prussian influences.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative approach which draws together development from across the period study and from across a range of different perspectives as appropriate,</b> whether Prussian influence was mainly responsible for the development of Germany in this period. Prussian expansion and the Prussian military class certainly influenced the development of Germany. Prussian conservatism became the backbone of the Reich. Prussia's ability to challenge Austria and thus influence the development of Germany depended upon its military and economic strength, both of which had been built by successive Prussian governments over generations. Prussia inspired a wave of patriotic German support and Bismarck inspired popular nationalism and the extension of the Prussian constitution. The system of Bismarckian alliances shaped the direction which Germany would take a foreign affairs and ultimately lead to war in 1914. This will allow candidates to evaluate the role of the statesman and soldiers. Arguably German nationalism was the key to the development of Germany in the period. This will be evaluated against the impact of the war and power politics, the role of individuals or economic progress.</p>		

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

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

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



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 8**

**UNIT HY 4**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
1878-1989  
1234/08**





## SECTION A

Question 1	International Relations, 1918-1945	40 Marks
<p><b>To what extent did Italian foreign policy have the greatest impact on international relations in the period 1919-39?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p>		
<p><b>Answers will be an unfocussed or descriptive account of</b> international relations or of Italian foreign policy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p>		
<p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will refer to the impact of Italian foreign policy in the period and may reach the conclusion that Italian foreign and imperial policy had the greatest impact on international relations in this period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p>		
<p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> as to whether or not Italian foreign policy had the greatest impact on international relations both in a positive and negative way, either threatening or protecting the balance of power and peace. Arguably Mussolini shaped as well as responded to events in Europe. Candidates will evaluate the impact of Italy on international stability and weigh this up against a range of other factors including the failure of collective security through the League of Nations and the role of Germany. Candidates might argue that Russia was the main obstacle to international stability and had a big impact on international relations. This will be measured against the desire of each country to secure what was best in its best interests.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p>		
<p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> or not Italian foreign policy had the greatest impact on international relations in the period. Candidates might also explore the nature and extent of Italian foreign policy and show how this affected international relations. Candidates might also examine the relationship with Germany. Candidates might argue that the key feature of European diplomatic relations and a major factor in the collapse of the balance of power was the movement of Italy out of the orbit of London and Paris and into that of Berlin. This will be balanced against the view that for a while the general fear of Russia created greater stability because the powers were united in their opposition to the regime. The failure of collective security and the threat from Germany may be discussed. However, national self-interest of all countries also had a great impact on international relations.</p>		

Question 2	International relations, 1945-1989	40 Marks
<p><b>To what extent was the move toward economic co-operation the most significant development in international relations in the period 1945-89?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of international relations in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will consider the view that the move towards economic co-operation was the most significant development in international relations in the period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will evaluate the impact of the move towards greater economic co-operation and weigh up the contribution of other significant factors. Candidates will consider that most countries of Europe faced the painful task of reconstruction after the devastation of WWII and that there was a need for large markets, competitiveness and technological advance. The significance of the Truman Doctrine and the Marshall Plan might feature. This will be balanced against the effects of Potsdam and Yalta in creating international tensions and the division of Germany the advent of the Cold War, military interdependency and the threat of Soviet expansion.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the moves towards economic co-operation were the most significant development in the period.</b> Areas for consideration will be the Marshall Plan, the European recovery programme, OEEC, ECSC [European coal and steel community], the EEC and the development upon Western Europe. Western economic prosperity was another cause of European upheaval and the reaction in the east was another factor. Candidates should balance this development against tensions were the result of the division of Germany and how West Germany became the centre of a new crisis between 1979-1985. Arguably the division of Germany led to the Cold War; The control over this area was to be a cause of continued tensions in the period. The evaluation of the role of the Soviet Union and its leaders and how this led to developments in international relations should feature as should the role of America and so called atomic diplomacy. Furthermore the creation of NATO led to further mutual distrust and misunderstandings and new developments such as re-armament.</p>		

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

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

## SECTION B

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

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

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

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

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





# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 6**

**UNIT HY 4**

**JANUARY 2012**

**THE GERMAN REFORMATION, c.1500-1555  
1234/09**



Question 1	Charles V and the German Reformation, 1515-1555	40 Marks
<p><b>To what extent was the Council of Trent the most significant response to the challenge of Lutheranism in Germany?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Council of Trent and the challenge of Lutheranism in Germany.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set</b> by agreeing that the calling and deliberations of the Council of Trent could be considered significant as it co-ordinated the response of the Catholic church.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates might consider that the calling and management of the Council of Trent could be seen as the most significant response to the challenge of Lutheranism. They might also consider that the Reformation was a real challenge to imperial power in Germany and interest in Luther and the publication of his beliefs had to be tackled head on.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> the Council of Trent was the most significant response to the challenge of the Reformation in Germany. They would include an assessment of the varying significance of responses such as Charles' mistake in not doing more to work with the Papacy in calling a General Council earlier and his mistake in not fully controlling the princes.</p>		

Question 2	The Peasants War, 1521-1525	40 Marks
<p><b>Was economic hardship the most significant cause of the Peasants Revolt in Germany, 1521-1525?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Peasants Revolt in Germany.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set</b> by acknowledging that economic hardship was a significant factor in causing the Peasants' Revolt.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will identify the complex causes of the Peasants Revolt and begin to assess their level of responsibility. They will also consider that there were other significant causes.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> economic hardship was the most significant factor in causing peasants in Germany to revolt in the period 1521-1525. They would also include an assessment of other identified causes such as political and social motivation. Religious causation should also not be overlooked and one would expect reference to Luther's beliefs and the peasants misinterpretation of religious equality as one which promised social equality.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 7**

**UNIT HY 4**

**JANUARY 2012**

**THE FRENCH REVOLUTION, 1776-1795**  
**1234/10**



Question 1	The Terror, 1792-1795	40 Marks
<b>'The main aim of the Thermidorians was to end the Terror.' Discuss.</b>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Terror.</b> There will be a very general and superficial account of events in France following 1789.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on the Terror and the Thermidorians. There will be some examination of the Thermidorian reaction but it is anticipated that it will be secondary to a consideration of the Terror. Descriptors of the policies during the Terror will tend to dominate the accounts with possibly some bolt - on consideration of the post-Robespierre period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> They will focus on whether the main aim of the Thermidorians was to end the Terror. They will suggest that while this was a central feature of the Thermidorian reaction there were also other forces at work. Attention will be given to how the dismantling of the machinery of the Terror sought to re-establish the domination of the bourgeoisie.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> the main aim of the Thermidorians was to end the terror or whether there were other agendas at work. Accounts will provide a clear understanding of the dismantling of the machinery of the Terror but within a context of other aims. Prominent among these other aims was the desire to re-establish the primacy of the bourgeoisie. This was sealed in the Constitution of 1795 which marked the commencement of the Directory. Many candidates will discuss the impact of the post-Thermidorian reaction that witnessed the violent actions of the 'gilded youth' and 'companies of the sun'. Candidates will focus clearly on the key phrase - <i>the main aim</i>. They will note other issues which helped drive the reaction to the Terror which were so prevalent among the Thermidorians.</p>		



Question 2	The Church and the Revolution, 1789-1785	40 Marks
<p><b>'Dechristianisation was the most important development affecting the Catholic Church during the period 1789-1795'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Catholic Church during the Revolution.</b> There will be a very general and superficial account of the relationship between the Catholic Church and the revolution.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether dechristianisation was the most important development affecting the Catholic Church during the period 1789-1795. Most of the answer will focus in general on events which impacted on the church such as the Civil Constitution of the Clergy. There will be a limited attempt to present alternatives to the issue posed.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> They will focus on whether dechristianisation was the most important development affecting the Catholic Church during the period 1789-1795. They will consider a range of alternatives such as the Civil Constitution of the Clergy and the schism which it opened up in the church. Accounts will address, in varying degrees, the role of the Church in the counter-revolution. There will be an attempt to sustain the judgement through a balanced response.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether dechristianisation was the most important development affecting the Catholic Church during the period 1789-1795. There will be a clear attempt to challenge the notion and emphasis placed on the phrase <i>most important development</i>. A sustained argument will consider in detail the impact of the loss of its wealth (nationalisation of church land and the ending of tithes) and status (abolition of the estates in the realm and ending of tax privileges and its impact on the church. This will be weighed up against the Jacobin republic's policy of dechristianisation which was at best rather patchy in its impact. Some may explore the Cult of the Supreme Being as part of the process of attacking the Catholic Church.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 8**

**UNIT HY 4**

**JANUARY 2012**

**THE CRISIS OF THE AMERICAN REPUBLIC**

**c.1848-1877**

**1234/11**



Question 1	Abraham Lincoln and the crisis of the Union, 1848-1865	40 Marks
<p><b>'Abraham Lincoln's presidential record was one of complete failure and disappointment by 1864'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Abraham Lincoln's presidency up to 1864.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers will focus on Lincoln's presidential record up to 1864 and may outline some of his failings without much support.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Answers will clearly assess Lincoln's presidency up to 1864. They will focus on Lincoln's failure to prevent war, the progress of the war (or lack of it) and the divisions in the north. This can be contrasted with Lincoln's assured leadership, the move towards emancipation, his military insight and resolve in upholding the union. The issues in the 1864 election might feature.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Lincoln's record was one of complete failure and disappointment up to 1864.</b> Answers will involve a sustained judgement on the issue and the factors mentioned in Level 3 which will be evaluated more convincingly.</p>		

Question 2	Reconstruction, 1863-1877	40 Marks
<p><b>'By 1877 the South had undergone radical transformation because of Reconstruction'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the process of Reconstruction up to 1877.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers will focus predominantly on the issue of whether Reconstruction had transformed the South by 1877.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Answers will clearly evaluate the impact of Reconstruction on the South. Successes include the economic impact of the lives of blacks and the success of enfranchisement at least in the 1870s if not later. Problems could include the failure to guarantee black civil rights, the failure to overcome whilst resistance, corruption and the mixed record on economic reconstruction.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Reconstruction had transformed the South by 1877.</b> Answers will involve a sustained judgement as to whether this was the case evaluating the factors mentioned in Level 3. Answers at this level might consider that blacks were no longer slaves and theoretically had equal rights in the 14<sup>th</sup> and 15<sup>th</sup> Amendments yet the 1875 Civil Rights Act had virtually no impact. The South had become the poorest section in the USA because of the cotton glut and arguably too much investment in railway building.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 9**

**UNIT HY 4**

**JANUARY 2012**

**NAZI GERMANY 1933-1945**  
**1234/12**





Question 1	Support, opposition and resistance within the Third Reich, 1933-1945	40 Marks
<p><b>To what extent was propaganda mainly responsible for maintaining support for the Nazi regime between 1933-1945?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of propaganda in the Third Reich.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidate will examine the role of propaganda in the Third Reich. Candidates will come to some judgement about whether or not support was maintained through the machinery of propaganda. Were the majority of the German people seduced by effective propaganda? The Nazis engineered 'Total Propaganda' techniques and utilized the communicational resources of the mid twentieth century to deliver it.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about the extent to which Nazi propaganda seduced the German people into supporting the regime. The problem with such an analysis is that it concentrates upon the techniques of persuasion rather than upon what policies the Nazis delivered. Furthermore propaganda alone could not have sustained the regime. A crucial element in the popular consent for the regime was the appeal of Nazi policies and the self interest of those sections of the population that were attracted to it. Candidates will argue that Germans were impressed by the regime's apparent achievements in areas such as foreign policy and economic policy. Alternatively Germans supported the regime mainly due to the coercion through the apparatus of the police state and many answers may examine the role of terror through the police, the Gestapo, SS and SD, and examine the role they played in preventing opposition.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> or not propaganda was mainly responsible for maintaining the support of the German people. Candidates will discuss the validity of the seduction theory as opposed to the submission or consensus theories. Candidates should discuss the impact of propaganda upon the characteristics of the people and their popular emotions. This should be balanced against the view that support was maintained mainly through the apparatus of terror due to fear of concentration camps or the SS. Popular support was mainly achieved through terror. Candidates will argue that whilst the threat of Gestapo brutality did help to ensure conformity, most Germans at least passively accepted the regime and many actively supported it. It could be argued that the Nazi regime used propaganda to dupe its population, and terror to cow them into submission i.e. the seduction theory and the submission theory working together. On the other hand this would ignore the fact that many Germans responded positively to their own improvement in terms of pure self-interest.</p>		

Question 2	Germany: war and defeat, 1939-1945	40 Marks
<p><b>'Germany's defeat in 1945 owed more to the strength of her opponents than to German weaknesses'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the course of the Second World War up to 1945.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set</b> they will argue that Germany's defeat was mainly due to the strength of her opponents. There may be some reference to the role of Germany during the war.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> on the extent to which the strength of her opponents rather than weaknesses of Germany was responsible for defeat. Some candidates might argue that the Allies were unprepared militarily in 1939 and that they were out-thought by Germany. However, after 1942 Germany no longer faced an Anglo-French alliance, but a coalition that included the world's two largest states. The balance of the industrial and economic forces that would decide the outcome of the war were now firmly in favour of the Allies. Against these overwhelming forces the Germans were unable to mobilize an economy that was in fact geared to Blitzkrieg rather than a prolonged war. Candidates will weigh up the influence of German weaknesses such as resistance, German tactical blunders, the role of Hitler and the military campaigns.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> or not the strength of her opponents was mainly responsible for German defeat. It could be argued that in some respects Britain and France had greater firepower in the period up to 1942 but that they failed to co-ordinate and mobilise the power. With the entry of America and the Soviet Union into the war the economic power of the allies was too great. However, this should be evaluated against German weaknesses. Hitler made tactical errors in this period. The wisdom of the ideological crusade against the Soviet Union should be explored. His orders became more irrational and contradictory. The effects of the weaknesses in leadership and disadvantages in terms of the production of military resources of Germany should be balanced against a range of other factors which affected success of her opponents such as the failure of the alliance with Italy, the resilience of the Allies and the contribution of resistance movements.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 1**

**UNIT HY 4**

**JANUARY 2012**

**WALES AND THE TUDOR STATE, c.1529-1588  
1234/13**



Question 1	Economic activity and social change in Wales, c.1534-1588	40 Marks
<p><b>'The most significant development in Wales between 1534 and 1588 was the growth in trade and industry.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account</b> of the growth of trade and industry or economic activity and social change in general in Wales.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might over-concentrate on the growth of trade and industry and see its impact only in economic terms. However, they must also begin to see its effects in social terms such as on the lower orders of society who migrated to towns to escape unemployment, poverty, changing patterns of work or protest and discontent. Candidates may not fully consider other significant developments during this time such as the role of the gentry, the creation of landed estates and changes in Welsh cultural life.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates must evaluate the contribution that the growth of trade and industry made to the economy and society at large. They must discuss its effects in social terms such as on the lower orders of society who migrated to towns to escape agrarian unemployment and poverty. The changing patterns of work and also the protest and discontent of those caught up in this change will be assessed. The development of towns and agricultural changes such as enclosures should also be discussed. Candidates must make some effort to evaluate other significant developments during this time such as the role of the gentry, the creation of landed estates and changes in Welsh cultural life.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> or not the growth of trade and industry was the most significant economic and social development in Wales in this period.</p>		

Question 2	The Elizabethan Church Settlement and religious change in Wales, c.1559-88	40 Marks
<p><b>To what extent did the Elizabethan Church Settlement make the most important contribution to religious development in Wales in the period 1559-1588?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Elizabethan Church Settlement and/or religious development in Wales.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might focus exclusively on the contribution made by the Elizabethan Church Settlement and make simplistic judgements about religious development in Wales.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates should evaluate the contribution that the Elizabethan Church Settlement had on religious development alongside other factors such as government policy, the translation of the Scriptures into Welsh, the appointment of talented and capable clergy to lead the Church in Wales and the growth in non-conformity.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the Elizabethan Church Settlement made the most important contribution to religious development in Wales in this period.</b></p>		



## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 2**

**UNIT HY 4**

**JANUARY 2012**

**REBELLION AND REPUBLIC, c.1629-60  
1234/14**



Question 1	Personal Rule and Conflict with Parliament, c.1629-1642	40 Marks
<p><b>'The Personal Rule was the main cause of Parliament's conflict with the Crown in the period 1629-1642.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Personal Rule and/or Parliament's conflict with the Crown.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might focus exclusively on the Personal Rule and make simplistic judgements about Parliament's conflict with the Crown.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates should evaluate the contribution the issue of the Personal Rule had on Parliament's conflict with the Crown alongside other factors such as the King's personality/actions, divine right, argument over religious policy, finance, or the assertiveness of parliament/MPs.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the Personal Rule was the main cause of Parliament's conflict with the Crown in this period.</b></p>		

Question 2	Cromwell and the Interregnum, c.1649-1660	40 Marks
<p><b>'Cromwell's biggest failure in this period was his inability to control radicalism.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Cromwell's period in power and/or the growth and spread of radicalism.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might focus exclusively on the growth and spread of radicalism and make simplistic judgements about Cromwell's other failures in the period of the Interregnum.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates should evaluate the impact of Cromwell's failure to control the growth and spread of radicalism alongside other factors such as his failure to work with or reform parliament, the rule of the Major-Generals, establishing the republic and failure to curb the power of the army.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the inability to control radicalism was Cromwell's biggest failure in the period of the Interregnum.</b> Most candidates are likely to point to the failure to establish the republic as the most significant issue.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 3**

**UNIT HY 4**

**JANUARY 2012**

**REFORM & PROTEST IN WALES & ENGLAND  
c.1830-1848  
1234/15**





Question 1	Peel and reform, 1834-1846	40 Marks
<p><b>To what extent did Peel change the policies of the Conservative party in the period 1834-1846?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Peel and the Conservative party between 1834-46.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers may make a limited judgement on Peel's effect on the Conservative party.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Answers will consider Peel's growing division from his backbenchers on issues to do with free trade and the Church in the 1840s with the repeal of the Corn Laws being the main issue. This will be balanced by Peel's brilliance in the Tamworth Manifesto as a classic conservative response to reform, his rebuilding of the party, the 1841 election success and the massive success of the 1841-6 ministry as one of the great reforming ministries of the nineteenth century.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Peel changed Conservative policies in this period.</b> In addition to the Level 3 material they might consider that Peel's problems with his party were also a product of his coldness and intellectual arrogance which grated on the less bright backbenchers who needed reassurance on the issues of the land and the church. Peel could give neither given his record (with Catholic Emancipation) and his avid conversation to free trade policies which set him on a collision course with his protectionist backbenchers.</p>		

Question 2	The period of Rebecca, 1839-1843	40 Marks
<p><b>To what extent were the Rebecca riots were well organised and successful?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Rebecca riots.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers might suggest uncritically that Rebecca was well organised, purposeful and ultimately successful.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates could develop arguments about the spontaneity of the Rebecca outbreaks, the nature of the issues that Rebecca was concerned with and whether these issues were successfully resolved.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Rebecca riots were that well organised.</b> There will be a substantial judgement on this as well as the motives behind Rebecca. Better answers might consider the economic background to Rebecca and the way in which cycles of depression and poverty were influential. The issue of success will be addressed by considering the extent to which the aims of the moment had been achieved.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



# **AS/AL HISTORY**

## **MARKING SCHEME**

**IN-DEPTH STUDY 4**

**UNIT HY 4**

**JANUARY 2012**

**CHANGE AND CONFLICT IN WALES, 1900 - 1914  
1234/16**



Question 1	Education, religion and culture in Wales, 1900-1914	40 Marks
<p><b>To what extent was immigration the main threat to the Welsh language and culture in this period?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or weak descriptive account of developments in Wales between 1900 – 1914.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will suggest that immigration was the main threat to the Welsh language and culture, and may mention some other threats in the period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will discuss whether immigration was the main threat to the Welsh language and culture, when set against some other considerations in the period. These may include educational trends and the decline of organised religion.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> immigration was the main threat to the Welsh language and culture. Candidates will provide a sustained response considering other religious, cultural as well as other educational and social threats and events which impacted on the Welsh language.</p>		

Question 2	Wales and the War, 1914-1918	40 Marks
<p><b>"The war made the biggest impact on the lives of women in Wales 1914 – 1918". Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of life in Wales during the war.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will suggest that the war made the biggest impact on the lives of Welsh women and may mention other factors in a descriptive way.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will discuss whether the war made the biggest impact on the lives of Welsh women and may well discuss other groups that were effected by war - Welsh soldiers, their families, workers and possibly working women as a distinct group. Regional variations may also figure. Credit answers that see the question as an opportunity to look at other influences on the lives of women, such as the Suffrage movements.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether war made the biggest impact on the lives of Welsh women.</b> Candidates will provide a sustained evaluation of the question set against the varying impact of war on soldiers, workers, Welsh nationalists, religious congregations, conscientious objectors and regional areas, both industrial and agricultural.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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





# AS/AL HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 5**

**UNIT HY 4**

**JANUARY 2012**

**BRITAIN, 1929 - 1939**  
**1234/17**



Question 1	British foreign policy, 1929-1939	40 Marks
<p><b>"The desire for collective security was the main driving force behind British foreign policy 1929 - 1939." Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of British foreign policy 1929 – 1939.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will acknowledge British foreign policy as being driven by the desire for collective security and may well suggest other possible influences such as the need to avoid war on the protection of trade.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will discuss whether British foreign policy was, driven by the desire for collective security when set against other alternatives such as imperial considerations, economic influences, the desire for peace or fear of other nations.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether British foreign policy was, or was not, mainly driven by the desire for collective security during the period 1929 – 1939.</b> Candidates will produce a substantiated response considering forces such as imperial considerations, economic influences, the desire for peace, fear of other nations, public opinion, appeasement or fear of war.</p>		

Question 2	Depression and recovery, 1933-1939	40 Marks
<p><b>"Government action did very little to lessen the effects of the depression." Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the depression years and government action.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be some attempt to describe the period as one of government inaction but there will be little or any development through evaluation of other alternative views.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> There will be an attempt to discuss government actions during this times and judge whether it is true to say that these did very little to lessen the effects of the depression. Government reaction to unemployment, means testing, hunger marches, limited legislation, special areas, response to minority parties and other political solutions may figure.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> government action did very little to lessen the effects of the depression. Candidates will provide a balanced account of the whole period and will develop a substantiated debate considering many factors relating to governmental social and economic action undertaken in this period.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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