



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY4  
PERIOD STUDY 6**

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

**1234/06**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**HISTORY**  
**MARK SCHEME**  
**HY4**  
**PERIOD STUDY 6**  
**ASPECTS OF THE HISTORY OF EUROPE c. 1696-1815**  
**SECTION A**

**Distribution of marks within each level for each question, explaining the weighting for each assessment objective.**

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-3 marks	4
<b>Level 2</b>	2-3 marks	4-11 marks	14
<b>Level 3</b>	4-6 marks	12-16 marks	22
<b>Level 4</b>	7-10 marks	17-22 marks	32
<b>Level 5</b>	11-12 marks	23-28 marks	40

**Marking guidance**

**Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

**Quality of written communication**

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION A ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts*

<b>Level 1</b>
<p>Generally at this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar</p> <p><b>Award 0 for incorrect or incomplete answers.</b></p>

<b>Level 1</b>	<b>Assessment Objective 1(a)</b>	<b>Assessment Objective 1(b)</b>
	<p><b>(1 mark)</b></p> <p>The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.</p>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2 -3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

## Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited understanding and explanation of factors. It will offer some comments about the relationships between the key issues and features of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; these answers may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key historical features and characteristics in relation to the question set. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

## Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</p>

	<p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>High Level 3: 15-16 marks</b></p> <p>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</p>
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks)	(17-22 marks)
	<p><b>Low Level 4: 7 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p> <p><b>Mid Level 4: 8 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>Low Level 4: 17-18 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts though there may be some lack of focus in sustaining the judgement.</p> <p><b>Mid Level 4: 19-20 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.</p>



	<p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p><b>High Level 4: 21-22 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</p>
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p><b>Low Level 5: 11 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p><b>Low Level 5: 23-25 marks</b></p> <p>The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> <p><b>High Level 5: 26-28 marks</b></p> <p>The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p>

## INDICATIVE CONTENT FOR SECTION A QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **‘Catherine the Great’s success in dealing with Poland was her greatest achievement in foreign policy.’ Discuss.**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, whether Catherine the Great’s success in dealing with Poland was her greatest achievement in foreign policy. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of Catherine II ‘s success in dealing with Poland before considering whether or not this was her greatest achievement in foreign policy. In order to reach a substantiated judgement about what could be considered to be Catherine’s greatest achievement in foreign policy, candidates may consider and debate a range of issues such as:

- the international situation confronting Russia when she became Empress and a consideration of which issues were the most pressing
- the problems confronting her foreign policy both long term and short term
- an examination of Catherine’s immediate goals in foreign policy and her relations with her neighbours particularly the Prussians and Hapsburgs
- the way in which Catherine was able to expand her southern borders including consideration of the Russo-Turkish wars and the Azov campaign.
- the context with in which the partitions came about and the benefits to Russia – both strategic and economic
- while it is certainly possible to argue that the policies towards Poland did result in considerable material advantage to the state, the drive south against the Ottoman Empire was of equal significance as an achievement.

## INDICATIVE CONTENT FOR SECTION A QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent was colonial rivalry the main cause of disputes between Britain, France and Holland during this period?**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case the extent to which colonial rivalry was the main cause of disputes between Britain, France and Holland during this period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which colonial rivalry was the main cause of disputes between Britain, France and Holland during this period in the context of other causes which were important. In order to reach a substantiated judgement about the cause of colonial rivalry, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics influencing colonial rivalry between Britain, France and Holland
- the nature of colonial rivalry in the east (Asia and India) particularly between the various East India Companies based in the three countries
- other areas of dispute particularly North America between France and Britain culminating in the loss of Canada following the Seven Years war
- the response to the threat of France during the revolutionary and Napoleonic period
- while colonial rivalry did cause disputes between Britain, France and Holland during this period there were clearly other areas of dispute including territorial and commercial interests.
- the extent to which there was continuity as well as change in the relationship between Britain, France and Holland during and over this period.

## SECTION B

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1 mark	1-3 marks	4
Level 2	2-3 marks	4-11 marks	14
Level 3	4-6 marks	12-16 marks	22
Level 4	7-10 marks	17-22 marks	32
Level 5	11-12 marks	23-28 marks	40

### Marking guidance

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### Quality of written communication

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION B ESSAYS

Target: AO1

Total mark: 40

*Focus: Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about the relationships between key features and characteristics of the period studied*

### Level 1

Generally for this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

**Award 0 for incorrect or incomplete answers.**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
	(1 mark)	(1-3 marks)
	The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.	<p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2 -3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

## Level 2

Generally for this level, candidates will show appropriate evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. There will be some attempt at an historical overview. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with some appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited analysis and explanation of factors. It will offer some judgement about the relationships between the key issues and features of some of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; the answer may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key features and characteristics of some of the historical period. There will be some attempt at an historical overview. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

## Level 3

Generally at this level, candidates will show appropriate evidence of understanding through analysis and explanation. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change and continuity over time. They will reach a judgement about the key concepts supported by the arguments they deploy. They will reach a judgement about the relationships between the key features and characteristics of the period studied. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion and judgement, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p>



	<p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>High Level 3: 15-16 marks</b></p> <p>The answer is focussed on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be a clear attempt at an historical overview. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set.</p>
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the relationships between the key features and characteristics of the period studied. There will be a mostly sustained attempt at an historical overview. There will be a mostly sustained focus to make historical connections and show an appreciation of the complexities of change and continuity, drawing together developments from across the period study and from across a range of different perspectives. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks)	(17-22 marks)
	<p><b>Low Level 4: 7 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>Low Level 4: 17-18 marks</b></p> <p>The answer has a clear focus on the key concept in the question set, drawing together some developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion covering most of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response.</p>
	<p><b>Mid Level 4: 8 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>Mid Level 4: 19-20 marks</b></p> <p>The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.</p>

	<p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p><b>High Level 4: 21-22 marks</b></p> <p>These responses will reach a mostly substantiated, supported and sustained judgement regarding the key concepts. The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a mostly substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.</p>
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the relationships between the key features and characteristics of the period studied. Candidates will use an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate. There will be a fully sustained focus on providing an historical overview, to make historical connections and show an appreciation of the complexities of change and continuity throughout the full period set. Candidates will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and lucidly using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p><b>Low Level 5: 11 marks</b> The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b> The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p><b>Low Level 5: 23-25 marks</b> The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts, such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts to reach a substantiated and sustained judgement covering most of the period set.</p> <p><b>High Level 5: 26-28 marks</b> The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts within the period set to reach a highly substantiated and sustained judgement. The response offers a meaningful discussion of the key issue in the question and comes to a balanced judgement that is sustained and integrated; fully focussed on the key issue in the question and covering the full period set.</p>

## INDICATIVE CONTENT FOR SECTION B QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent was the overthrow of the monarchy in 1792 the most significant development in France during the period 1715-1815?**

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of key features and issues that affected the key concept in the question – in this case whether the overthrow of the monarchy in 1792 was the most significant development in France during the period 1715-1815. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance, as appropriate. In order to reach a substantiated judgement, candidates should discuss and debate the extent to which there was continuity as well as change during and over this period.

Candidates will analyse and evaluate the key developments in France across the period 1715-1815. In order to reach a substantiated judgement about whether the overthrow of the monarchy in 1792 was the most significant development in France in this period, candidates may consider issues such as:

- the impact which the overthrow of the monarchy had on the political structure of France – in that it paved the way for the establishment of the First Republic in September 1792
- issues leading to the collapse of the ancien regime
- French involvement in a succession of wars in the mid eighteenth century
- mid eighteenth century tensions with Britain – Seven Years War to American War of Independence
- financial impact of warfare for the overthrow of the monarchy
- the revolution and the move to democracy and constitutional monarchy
- the establishment of the first republic – political events – the Terror
- the outbreak of war in 1792 and its impact both revolutionary and Napoleonic
- Napoleon – impact and significance of his rule

## INDICATIVE CONTENT FOR SECTION B QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **'Disputes over succession were the most important influence on Great Power rivalry between 1696 and 1815.' Discuss**

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of key features and issues that affected the key concept in the question – in this case whether disputes over succession were the most important influence on Great Power rivalry between 1696 and 1815. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance, as appropriate. In order to reach a substantiated judgement, candidates should discuss and debate the extent to which there was continuity as well as change during and over this period.

Candidates will analyse and evaluate the most important influence on Great Power rivalry between 1696-1815. In order to reach a substantiated judgement about whether disputes over succession were the most important influence, candidates may consider issues such as:

- the impact made by a number of disputes over succession culminating in wars across the whole period – how these had a wider impact than the immediate succession disputes
- consideration of the way selected disputes over succession such as in Spain c. 1700 and the Hapsburg Empire in 1740 impacted on the dynamic of great power relations and rivalry
- reaction from other powers such as Britain and Russia not directly involved in succession disputes
- the significance of fear and suspicion of French power across the period
- the need to counter democratic republicanism after 1792
- the threat posed by Napoleon to the territorial integrity of Europe
- the extent to which other factors and forces were influential on Great Power rivalry significant over the period