



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2014**

History

Assessment Unit AS 1

[AH111]

MONDAY 13 JANUARY, AFTERNOON

**MARK
SCHEME**

Level of response mark grid

This level of response grid has been developed as a general basis for marking candidates' work, according to the following assessment objectives:

- AO1a** recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;
- AO1b** present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;
- AO2** In relation to historical context:
- interpret, evaluate and use a range of source material;
 - explain and evaluate interpretations of historical events and topics studied.

The grid should be used in conjunction with the information on indicative content outlined for each assessment unit.

Level	Assessment Objective 1a	Assessment Objective 1b	Assessment Objective 2
	Answers at this level will:	Answers at this level will:	Answers at this level will:
1	recall, select and deploy some accurate factual knowledge and communicate limited understanding in narrative form. There will be evidence of an attempt to structure and present answers in a coherent manner.	display a basic understanding of the topic; some comments may be relevant, but general and there may be assertions and judgements which require supporting evidence.	paraphrase sources or rely on direct quotation when commenting. There may be some attempt to evaluate the sources without adequate analysis of context and limited recognition of the possibility of debate surrounding an event or topic.
2	be quite accurate, contain some detail and show understanding through a mainly narrative approach. Communication may have occasional lapses of clarity and/or coherence.	display general understanding of the topic and its associated concepts and offer explanations which are mostly relevant, although there may be limited analysis and a tendency to digress. There will be some supporting evidence for assertions and judgements.	combine paraphrasing with partial interpretation of sources and offer some additional comment on their significance. There will be some ability to compare sources and an attempt to explain different approaches to and interpretations of the event or topic. Evaluation may be limited.
3	contain appropriate examples with illustrative and supportive factual evidence and show understanding and ability to engage with the issues raised by the questions in a clear and coherent manner.	display good breadth of understanding of the topic and its associated concepts. Analysis is generally informed and suitably illustrated to support explanations and judgements.	display accurate comprehension of sources and/or the interpretation they contain and assess their utility, supported by contextual reference, e.g. author and date. There will be an ability to present and evaluate different arguments for and against particular interpretations of an event or topic.
4	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience, etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

Option 1: England 1520–1570

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain the economic and social effects of the dissolution of the monasteries in England.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically give a narrative account of the dissolution of the monasteries with little focus on the question. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some information about the economic and social effects of the dissolution of the monasteries. They may mention that, due to the dissolution of the monasteries, Henry VIII was able to obtain the wealth of these institutions. Socially, the people lost their main source of charity. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of economic and social effects of the dissolution of the monasteries. Henry VIII was able to gain the wealth of these institutions in terms of land and resources. He was able to acquire wealth in the short term by selling land and resources. He used this money to help finance his wars. Socially, a new vagrant class emerged. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis.

Top level answers will clearly discuss the long- and short-term economic and social effects of the dissolution of the monasteries. In the short term Henry VIII benefited financially but this new wealth was of little long-term significance. Henry wasted the money and there were few long-term financial gains. Socially, the dissolution of the monasteries produced a new vagrant class and future monarchs had to introduce legislation to deal with this issue. Answers may observe that the adverse economic consequences of the dissolution of the monasteries contributed to the Pilgrimage of Grace. The dissolution of the monasteries also had an impact on the gentry as they were now able to purchase new land and land ownership extended down the social ladder. This would affect the monarch's power in the future and his or her political status. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- (b) Explain the attitudes of the Puritans to the Elizabethan Church Settlement up to 1570.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about Puritans; for example, responses may mention that the Puritans wanted to purify the church of all traces of Catholicism. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the attitude of Puritans to the Elizabethan Church Settlement. As the Puritans wanted to purify the Church of all traces of Catholicism, they were unhappy about Elizabeth retaining the Catholic vestments. Answers may focus on the Vestments Controversy and provide a narrative account of this. Elizabeth refused to listen to their demands and therefore the majority of clergy compromised with her. Only 37 lost their living. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge

relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the different attitudes of the Puritans to the Elizabethan Church Settlement. These men had returned from exile during Mary I's reign and viewed Elizabeth's succession with hope. They believed that, as a Protestant monarch, she would lead the Church firmly towards Protestantism. They were disappointed with her Church Settlement as they felt that it did not remove many traces of Catholicism. A range of Puritans expressed discontent with the Settlement. These groups included the Conformists, the Presbyterians and the Separatists. The majority were classed as "conformists" who were prepared to work within the Elizabethan Church Settlement even though they were unhappy about much of the ceremony of the Church, including the wearing of vestments, using the sign of the cross and kneeling in Church. The Presbyterians were unhappy about the structure of Church government and the role of Bishops. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the attitudes of the Puritans to the Elizabethan Church Settlement up to 1570. There were groups of Puritans who had returned from Europe full of new ideas and hope for Elizabeth. They were disappointed by her Settlement as it retained some of the Catholic symbols and ceremonies. These groups would prove a challenge later on in her reign. However, the majority of the Puritans were willing to work with the Settlement as they felt that these trivial matters were not of great significance. Although some protested over the wearing of vestments, the number was not great. By 1570, the majority of Puritans were happy within the church and some were able to rise to positions of great authority. For example, Edmund Grindal became Archbishop of Canterbury. The Puritans within the church hoped to push Elizabeth gradually towards a more Puritan church. They petitioned the Convocation to ask for the removal of some traces of Catholicism, including the abolition of Holy Days. Elizabeth was able to silence them, but only in the short term. She was never able to eliminate the Puritan opposition to her Settlement. Not only was it present in the church but members of her Court also shared Puritan sympathies. These included Cecil, Dudley and Walsingham. They also gained a foothold in her Parliaments. In 1570 John Field was exiled from England due to his vocal criticism of the religious settlement and his desire for a Presbyterian model. Therefore, although they were of little significance by 1570, they were growing and would oppose future monarchs. Their attitude was that the Settlement was the beginning of a new Protestant Church. Elizabeth's attitude was that the Settlement marked the end of the process. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the role of Anne Boleyn in Henry VIII's divorce from Catherine of Aragon?

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This question targets AO2(a): the candidate's ability, as part of the historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. For example, they may comment on the fact that this is a letter from Henry VIII to Anne Boleyn suggesting that she becomes his mistress.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, this is a love letter written from Henry VIII to Anne Boleyn. In this extract he begs her to let him know what her feelings are towards him. He claims that he has been "smitten" with her for over a year and is uncertain how she feels about him. He asks her to become his mistress and give herself completely to him. If she does this then, in return, he will have no other mistress and "will serve" only her.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. Answers will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, this source is a private letter between two sweethearts and it is not therefore for public reading. It is Henry's own account of his relationship with Anne in 1528. Anne, being the daughter of Sir Thomas Boleyn and the niece of the Duke of Norfolk, is in an influential position at Court. By 1528, she is one of Catherine of Aragon's ladies-in-waiting and would therefore be in constant contact with the King. It is a loving letter in which he expresses his devotion to her and states his despair at the situation. He wishes the relationship to become more formal and her to be his mistress.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must use relevant contextual knowledge in their answer. For example, the letter was written in 1528, when Henry's feeling for Anne is no longer a secret at Court or throughout Europe. The following year Wolsey is dismissed for his failure to achieve a divorce and during the next few years Henry is preoccupied with obtaining a divorce. It is clear from the letter that Anne will not give herself to him. As the niece of the Duke of Norfolk, she is being used as a political pawn and is holding out for the prize of the Queen's crown. Anne is aware that her sister achieved little from being Henry's mistress. Anne is not the same character and will not become the King's mistress. Therefore she forced the question of divorce. The source is limited in that it does not express Anne's opinion and we are not told her feelings on the divorce. It is difficult to assess what

her view of divorce was in 1528. This is a love letter from Henry to Anne and only expresses Henry's desire for Anne and not Anne's role in the divorce. In 1528, Henry is desperate for Anne to commit herself to him and will say anything to achieve this. This source expresses his love for Anne, and divorce is not mentioned. [13]

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- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which the English Reformation was caused by Henry VIII's desire to obtain a divorce from Catherine of Aragon.

This question targets AO1(b) and AO2: the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b) and**, the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, the response may concentrate on the divorce and Henry's reasons for wanting to achieve this. Henry had fallen in love with Anne Boleyn and she refused to give herself to him unless she was married. When she fell pregnant in 1532, he had no alternative but to divorce Catherine of Aragon. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which Henry's desire for a divorce caused the English Reformation.

AO2b:

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations of the subject.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

AO1b:

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. For example, Henry desired Anne Boleyn but he also needed a legitimate male heir. Catherine had failed to provide him with this and, as time progressed, it was obvious that she was no longer able to conceive another child. Henry's desire for a male heir and political stability was greater than his desire for Anne. As the Pope would not grant him a divorce, he broke away from the church in Rome. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in

organisation with little specialist vocabulary.

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 suggests that Anne would not become his mistress and Henry was frustrated with this. Source 2, the Act in Restraint of Appeals, marks the beginning of the break with Rome. Source 3 tells us that Henry was motivated to break with Rome because of his desire for greater power.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, contemporary opinion believed that Henry's obsession with Anne Boleyn and his desire for divorce led to the break with Rome, while later interpretations suggest that Henry was more concerned with political security, maintaining that this was what motivated him to begin the English Reformation.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b

AO1b:

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. It might be noted that there were a variety of factors which contributed to the English Reformation. Henry needed a male heir, yet at the same time he wished to limit the power of the Pope. National feeling was growing throughout England. Henry desired a divorce but this was not the only reason for the English Reformation. Politically, it would provide him with a legitimate male heir and increase his power in England. He was also motivated by his desire for financial gain. If he broke away from Rome, money would be transferred to him. He could use this money to help finance his wars. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation. Source 1 suggests that the English Reformation was motivated by Henry's desire for Anne Boleyn. Since she would not become his mistress, the only choice he had was to make her his wife. Source 2 suggests that his desire for a divorce was not because of Anne but that he was motivated by political gain. He wished to make England into a great independent Empire. Source 3 also suggests that he was motivated by power. Divorce was a factor in the Reformation but not the cause.

AO2b:

INTERPRETATIONS: ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, contemporary opinion, including views in the English Court and Europe, believed that the divorce was the main reason for the English Reformation. Later interpretations suggest that the divorce was not a factor

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in motivating the English Reformation. According to this interpretation, Henry was motivated by his desire for power and the Reformation would have occurred eventually without the King's divorce from Catherine of Aragon.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b

AO1b:

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of Henry VIII's motivation for the English Reformation. His personal desire was to make Anne Boleyn his wife and, as the Pope would not grant him a divorce, he had no option but to break with Rome. However, he was also motivated by political power and the Reformation would increase his power as the Pope would have no control in England. He was also motivated by his thirst for wealth, a bonus to which Cromwell introduced him. Cromwell showed him the financial benefits of establishing an English Church. Not only would he receive the money which went directly to the Pope but he would also be able to gain the wealth of the monasteries. Another factor which contributed to the English Reformation was the increase of anti-clericalism. Reforming ideas were spreading throughout Europe and many in England were influenced by them. This made it easier for Henry to establish the English Reformation. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 highlights Henry's desire for Anne Boleyn but it does not mention divorce or a break with Rome. It suggests that, if Anne was prepared to become his mistress, he would be content with this. Source 2 is taken from the Act of Restraint of Appeals which began the English Reformation. It suggests that communication with the Pope has broken down and it is therefore essential to establish a new English Church. Source 3 suggests that Henry's motivation was power and the English Reformation was inevitable.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinion such as Cromwell who realised the financial benefits of an English Church. Cranmer also wanted a Reformation but for religious reasons. Later interpretations suggest that there are a variety of factors which contributed to the English Reformation. Although it may have begun with the King's desire for a divorce, other factors were of more significance.

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Option 2: England 1603–1649

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain how James I attempted to overcome his financial difficulties in the period 1603–1625.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and, communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically provide a limited explanation of the financial policies adopted in the reign of James I. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some explanation of the financial reforms attempted in James I's reign. Most of the serious reforms came early in the reign, including the reform of customs and impositions. The Great Contract negotiations also represented an attempt at significant reform, but the initiative failed. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will consider how James I attempted to overcome his financial difficulties. Lord Dorset introduced the Great Farm of the English Customs in 1604, a significant change to the collection of tonnage and poundage. The Earl of Salisbury capitalised on the judgement of the Exchequer Court in the 'Bates' Case' of 1606 and introduced 1400 new impositions. He was also responsible for the Great Contract – a plan to abolish wardship and purveyance in return for an annual grant of £200,000. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis.

Top level answers will clearly discuss James I's attempts to overcome his financial difficulties. The revenue system was wholly inadequate and in need of serious reform, but the one significant reform – the Great Contract – was rejected by Parliament, which also opposed the expansion of the impositions. The Great Farm of the English Customs was one of the most successful reforms introduced in James's reign, as it not only maximised the income from customs but also helped to create a reliable source of credit. Salisbury's new Book of Rates and the reform of the Court of Wards also boosted revenue, but not enough to eliminate the deficit. Candidates might also discuss the reforms initiated by Lionel Cranfield in the Admiralty and the Household, which created enormous savings and helped to balance the books. Finally, James attempted to secure a dowry of £600,000 from the Spanish, but his hopes for a 'Spanish Match' were ultimately frustrated. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- (b) Explain the changes in the size of England's population in the period 1603–1649.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about population change, indicating that the population of England increased during the period. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent explanation of the rise in population in England between 1603 and 1649. Having reached 4 million in the Elizabethan period, the population continued to grow until it reached just over 5 million by the middle of the seventeenth century. The growth was slower than it had been in the previous century. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of a range of factors that contributed to population growth in the first half of the seventeenth century. Mortality rates did not change greatly, although there were fluctuations as a result of epidemics. Although bubonic plague disappeared, other diseases such as cholera and smallpox became more prevalent. There was a higher fertility rate in the early seventeenth century than was the case later in the century which contributed to the growth in the population. A shortage of food did not affect the rate of growth as English agriculture was able to supply enough food to feed the total population. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the reasons for population growth in England in the period 1603–1649. Mortality crises, such as the outbreak of plague at the beginning of James’s reign, were the principal governing factor behind short-term fluctuations in population, but sharp rises in the death rate tended to be followed by equally sharp rises in the birth rate. Thus, any short-term drop in the size of the population was reversed. Unlike its European neighbours, England avoided general famine and was spared the horrors of the Thirty Years’ War, which had a severe impact on population growth in parts of Europe. The driving force behind the expansion of England’s population was, however, changes in the birth rate. The rate of population growth began to slow in the reign of Charles I. Difficult economic conditions meant that many men and women delayed marriage, which caused the birth rate to fall slightly. This was a response to worsening economic conditions. Candidates may also point out the growth of urbanisation over the period. London’s population grew from 190,000 in 1600 to 400,000 by 1649. Large numbers of people migrated from parishes in the South of England to find better opportunities in the growing towns or in rural industry in areas such as the Midlands. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the morale of the Royalist armies in the Civil War?

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This question targets AO2(a): the candidate's ability, as part of the historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. For example, Source 1 reveals that the Royalist armies were running low on supplies in 1644.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, the source suggests that Royalist forces in the North were exhausted and felt let down by the King's failure to send reinforcements. Newcastle reveals that the intervention of the Scots had worsened the position of his army.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, the Royalist forces were clearly exhausted, having been forced to campaign for most of the winter. They were 'weary and worn-out' and were in need of fresh 'clothes and money'. Newcastle describes their situation as 'desperate', owing in particular to the King's failure to send the promised reinforcements. The author of the source was the Marquess of Newcastle. As a senior Royalist commander, he would have had considerable knowledge of the Royalist leadership and would also have been well informed about the state of the Royalist forces. The source was produced during the war, so Newcastle's views have not been affected by hindsight. The fact that the source was a private document also enhances its reliability. The tone is frank and forthright, which lends credibility to the information it contains. Newcastle clearly felt aggrieved that his previous advice had been ignored.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. For example, it might be suggested that Newcastle, as a commander of the King's northern forces, would have a more limited understanding of the wider Royalist war effort, which the source does not fully address. It might also be argued that his negativity stems from his failure to prevail over the 'more persuasive' advisors. Candidates may also point out that Newcastle had a motive to exaggerate the peril he faced as he is clearly anxious that the King should send reinforcements. [13]

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- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which poor Royalist leadership explained the King's failure to win the Civil War of 1642–1646.

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This question targets AO1(b) and AO2: the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b) and**, the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, the answer may point out that the Royalists suffered from divided leadership and rivalries between commanders, and that this had an adverse effect on the war effort. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which poor Royalist leadership explained the King's defeat.

AO2b:

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations of the subject.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

AO1b:

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. For example, there may be a partial account of the inadequacies of Royalist leadership and some reference to other factors. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 indicates that Royalist forces faced serious difficulties in acquiring food, money and ammunition. Source 2 suggests that the Royalist forces were ill-disciplined, which may have contributed to a loss of public support. Source 3 gives a fuller analysis of the Royalist failure. It confirms that poor leadership was a problem for the Royalist forces but also comments on various Parliamentary strengths

which contributed to the King's defeat.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, answers may refer to a comment by one of the Royalist leaders indicating that there were serious disagreements about strategy in the Royalist camp between hardliners such as Digby and moderates such as Clarendon.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b

AO1b:

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. It might be noted that the Royalist leadership was divided between moderate Royalists and 'Cavaliers'. Men were appointed to the King's Council of War on the basis of social status rather than merit, and the King failed to coordinate their military efforts. He did not impose a clear military strategy but the blame does not lie entirely with him. His commanders bickered and disagreed on tactics. Moderates such as Clarendon opposed the King's disastrous decision to sign a Cessation with the Irish rebels and seek the help of an Irish army. Disagreements between Newcastle and Prince Rupert, coupled with a failure by Charles to give clear direction, contributed to the Royalist defeat at Marston Moor. However, the Royalists were hampered by other more serious problems. They controlled the poorer parts of the country, while their control of the North was severely hampered by the intervention of the Scots. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, one source may be neglected. Source 1 provides evidence of poor communication and divided leadership. It also suggests that the Scottish intervention played a role in the eventual Royalist defeat. Source 2 gives an account of Royalist ill-discipline by reference to events in Birmingham, although there is no indication that the behaviour described in the source was either typical or exclusive to Royalist forces. In Source 3, Anderson argues that poor leadership cost the King his initial advantage in the war, but suggests that other factors such as Parliament's superior resources were crucial in delivering that side's eventual victory.

AO2b:

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, they may refer to the views of contemporaries such as Falkland and Clarendon who urged the King to adopt a more conciliatory policy towards his enemies, but he was intent on winning a crushing military victory. He regarded his enemies as rebels and traitors and intended to deal with them accordingly. Historians are generally critical of the King's leadership and have been much more positive about the role played by John Pym in uniting Parliamentarians in order to help overcome their differences. Some

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attribute the King's defeat to the intervention of the New Model Army after 1644, but this is rejected by other historians.

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Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b

AO1b:

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the Royalist failure. As well as giving a thorough assessment of the inadequacy of Royalist leadership, answers at this level will also provide a broader explanation of the King's defeat. Reference could be made to the superiority of the infrastructure created by Parliament to mobilise resources. In particular, Parliament's use of county committees and the weekly assessment allowed it to raise capital more effectively. Parliament also benefited from more effective leadership. Pym helped to overcome the divisions which initially bedevilled its efforts and, after the Self-Denying Ordinance of 1644, the army was led by skilled and determined commanders such as Fairfax and Cromwell. The role of the New Model Army, the Scottish alliance with Parliament and significance of Parliament's control of the South and East may also be explored. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 provides an insight into the attitude of a senior Royalist. Newcastle's concern and frustration are evident, and he hints at the negative role of rival factions. Although the King is not directly criticised, the source confirms the criticisms made by Anderson in Source 3. Some good responses may explain that the failure of Prince Rupert and the Earl of Newcastle to communicate and co-ordinate their forces was a major cause of their defeat at Marston Moor. Source 2 provides an insight into the horror of war, and into the ill-discipline of the Royalist forces. Atrocities were committed by both sides, but as the war progressed, Parliament was more successful in eradicating lawlessness and criminality in its armies, which contributed to its eventual victory.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinion to illustrate attitudes to the conduct of the war. Contemporary opinion could be ascribed to any Member of Parliament, military officer or advisor. Answers may refer to the opinion of the Marquess of Newcastle in Source 1, which confirms that the Royalists lacked equipment. This supports the opinion of those historians who stress the King's failure to mobilise his resources properly. Answers may exploit the content of Source 3 to evaluate the interpretation that Charles was defeated because of weaknesses in his leadership. Later interpretations may take the form of historians' opinions on the outcome of the Civil War. Some have argued that the King had, by 1644, built an army that was more than capable of defeating Parliament. The Royalist failure is thus explained by poor

decisions and flawed strategy in the final year of the war. Other historians have stressed Parliament's long-term advantages. It possessed superior resources and was much more effective in harnessing these resources than the King. [35]

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Option 3: England 1815–1868

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain how Lord Liverpool's Government responded to the unrest in England between 1815 and 1822.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically be vague about the response of the government to the unrest. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide a limited account of the government's response to the unrest. For example, it took firm action against protests such as the March of the Blanketeers in 1817. Spies were employed in order to provide the authorities with warnings of potential unrest. One example of the successful employment of spies was W. J. Richards, known as "Oliver the Spy", whose information enabled the authorities to deal swiftly with the Pentrich Rebellion in June 1817. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will consider a range of factors in the government's response to the unrest. The introduction of the Seditious Meetings Act in 1817 forbade meetings of more than 50 people. The Six Acts, introduced in 1819, witnessed a range of responses in order to inhibit those who sought to cause trouble. For example, a higher stamp duty was placed on newspapers in order to discourage the lower classes from reading material which might incite them to radical action. Magistrates were given wider powers to search for and seize arms. Habeas Corpus was suspended in March 1817. Anyone suspected of radical or violent behaviour could in future be imprisoned indefinitely without trial. The ringleaders of the Cato Street conspiracy of 1820 were tried and executed. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is

good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the ways in which the government dealt with the unrest in England. While it was the local magistrates who were responsible for sending in the yeomanry to deal with the large protest meeting at St. Peter’s Field in August 1819, resulting in what became known as the “Peterloo Massacre”, most members of Lord Liverpool’s cabinet publicly supported their actions. Answers should also comment on the restrained response of the government. For example, the Six Acts were used sparingly and on a temporary basis, and were undeserving of the sinister reputation which radicals ascribed to them. Habeas Corpus was suspended for only a year, and the small numbers held under its terms were released. Moreover, the government’s response to the distress was not confined to the mere suppression of protest. An attempt was made to ease the plight of the poor by means of social reforms, such as a Factory Act, a Truck Act and an Employment Act. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the achievements of Sir Robert Peel in his political career between 1834 and 1841.

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about Peel’s career, pointing out that he led the Conservative Party during a difficult period following the passing of the Parliamentary Reform Act of 1832. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about Peel’s achievements in this period. For example, they may refer to the Tamworth Manifesto of 1835, in which Peel not only outlined his political philosophy, but also provided an ideological guide for the newly named “Conservative” Party to follow. Peel accepted the Reform Act of 1832, promised to review and reform the institutions of the Established Church,

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and provide a government which looked beyond the interests of merely landowners. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. For example, answers may reflect further that the Tamworth Manifesto was an attempt by Peel to win over the newly enfranchised middle classes, and detach the Conservative Party from the image of the old “Tories” who had resisted reform and saw government as the means of upholding their narrow self-interest. Peel recognised the growing economic and political importance of the middle classes, and realised that his party could no longer govern without acknowledging their interests. Another early achievement of Peel was his contribution to the reorganisation of the Conservative Party in order to contest elections more efficiently and meet the requirements of the recently passed Reform Act. He recruited F. R. Bonham to become the first party manager and develop a strong electoral machine. The Carlton Club became the party’s headquarters, and the base for the co-ordination of the registration of voters, selection of candidates, canvassing and finance. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss Peel’s political achievements. His famous “100 Day” ministry of 1834–35 gave Peel the opportunity to demonstrate, albeit in a limited way, that a Conservative administration could govern responsibly. Moreover, Peel’s experience of a first ministry convinced him that the basis of the party’s electoral support had to be extended. His leadership contributed to success for the party in the general election of 1835, when a revived Conservative Party won 273 seats, rising to 313 seats in the general election of 1837, eventually achieving an overall majority of 76 seats in the general election of 1841. Peel’s conduct during the “Bedchamber Crisis” of 1839 enhanced the standing of the Conservatives. He correctly refused to form a ministry under the conditions laid down by the young Queen Victoria. Peel made the correct political calculation that it would be better to remain in opposition and let the Whig government under Melbourne drift until June 1841, when a vote of no confidence was passed by the House of Commons. Peel became Prime Minister in 1841, his undoubted financial ability proving an asset to his party at a time of economic depression and the incapability of the Whigs to cope. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the problems which faced the Chartist movement in the period 1839-1848?

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This question targets AO2(a): the candidate's ability, as part of the historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. For example, they may refer to the steps taken by Napier to counter Chartist activity.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, Source 1 reveals that Napier is very confident of dealing with any Chartist activity. Moreover, the forces of law and order appear to be well informed about Chartist plans, thereby enabling them to make the necessary preparations.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, the author is Napier, the commander of the British Army in the north of England, who would have been well placed to assess how the authorities could cope with any Chartist activity. Moreover, since the source is in the form of a diary, Napier is able to divulge various confidences. The diary reveals how well informed Napier was because he is able to inform the Home Office of imminent Chartist activity. Moreover, he has access to confidential information, such as the Duke of Portland's warning of a Chartist uprising. The source also reveals Chartist problems. There is the implication that the movement has been infiltrated by spies, judging by Napier's knowledge of its intentions. It also lacks funds, leadership and discipline. Napier's confidence is hinted at by his reference to his cavalry and cannon-shot. The source is noteworthy for Napier's frankness in his analysis of the Chartists, as he blames government for creating the circumstances in which the Chartists flourish.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of level 4, candidates must include relevant contextual knowledge in their answer. The date of the source is valuable for a study of Chartism, as it comes at a time when Chartist activity was very notable. The fact that Newport Rising was to occur later in 1839, and was suppressed by the response of the authorities and inadequacies of the Chartists enhances the credibility of Napier's assessment of the situation. Writing a diary enables Napier to indulge in a manner of reflection which he could not air in public. For example, the commander of the Crown forces charged with keeping order could not publicly say that the Chartists are to

be pitied rather than blamed. Additionally, he indicates his sympathy for Chartist demands, and endorses universal suffrage and reform of the Poor Law. Good responses may observe that such comments coming from an opponent indicated that the Chartists faced an appropriate response from the authorities who would not create any martyrs. However, there are several limitations of the source. There is no reference to the six points of the Charter, which explained Chartist aims and also contained the ingredients for failure by their unrealistic aspirations. While leadership problems are mentioned, there are no specific examples given. The source does not explain how, by 1839, the authorities had the capacity to move police and troops quickly to curb unrest by means of the wire telegraph and railway system. Moreover, the source says nothing about other Chartist tactics besides direct action, such as the petitioning of Parliament. [13]

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- (b) Using **all** the sources **and** your own knowledge, assess to what extent the failure of Chartism by 1848 was due to the response of the British Government.

This question targets AO1 (b) and AO2: the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b) and**, the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, the answer refers to the failure of Chartism because the British Government was strong, using troops under Napier to curb the Chartists. The Chartist uprising in Newport failed for the same reason. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as the extent to which Chartism failed because of the response of the British Government.

AO2b:

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations of the subject.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

AO1b:

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and

judgement. For example, there may be a vague account of why Chartism failed, with generalised comments about a lack of leadership, poor tactics and flaws in their aims. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation and little specialist vocabulary.

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 suggests that the authorities can cope easily with any Chartist protest. Source 2 reveals how a vastly outnumbered detachment of soldiers dealt with the Newport Rising, while Source 3 presents a synopsis of Chartist problems.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary or later interpretations. For example, a comment from one of the Chartist leaders, or from a member of the government, may be made.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b**AO1b:**

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. It might be noted that the response of the British Government was a key factor in the failure of the Chartists. Both Whigs and Conservatives were united in their resolve to deal with any Chartist activity. Governments used the Rural Police Act of 1839, which ensured that a nationwide police force was able to monitor and respond to any outbreak of discontent. By 1842, there were 10,000 policemen in England and Wales. At the famous Kennington Common demonstration in 1848, Russell's government was highly organised, with the capital secured by 7,000 soldiers, 4,000 police and 85,000 special constables. Telegraph communications warned the authorities of any danger in advance. Over 20 Chartists were killed during the Newport Rising of November 1839. Limited reference may be made to other reasons for the failure of Chartism besides the role of the government. For example, the Charter contained six aims, too many for a pressure group, and some aims, such as annual parliaments, were unrealistic. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, with one source being neglected. Source 1 reveals how well prepared the government was. Spies kept it informed of Chartist plans, and the military authorities were well-equipped and confident. Napier's diary contains no element of self-doubt about that. The source also hints at Chartist shortcomings regarding funds and leadership. Source 2 illustrates the impracticality of the use of force by the Chartists. The fact that the soldiers fired upon them with ease and security suggests that the military had no difficulty dealing with the Newport Rising. Source 3 provides a catalogue of explanations for the failure

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of Chartism. Government strength was also underpinned by improvements in transport and the co-operation of the judiciary.

AO2b:

INTERPRETATIONS [6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, a comment may be made by any one of the Chartist leaders, such as Lovett or O`Connor, on the reasons why the movement failed, or extracts from the Charter may be presented to show how over-ambitious the Chartists were.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b

AO1b:

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the reasons for the failure of Chartism. Responses will examine the role of the British Government in relation to a wide range of other factors. The government did not rely on mere force to thwart Chartism. Peel`s social and economic reforms of the 1840s removed the basis for widespread working-class discontent. Chartism contributed to its own failures. The movement had too many aims, most of which were unachievable in the political environment of the early nineteenth century. The leaders of the Chartists quarrelled over the question of “moral” or “physical” force. In addition, there were personality clashes between Lovett and O`Connor. Chartist tactics were flawed. For example, a third petition was sent to a hostile parliament in spite of an overwhelming rejection of the previous two. The middle class, aligned to the aspirations of the Anti-Corn Law League, shunned the Chartists, thus depriving the movement of finance, leadership and some political influence. Regional differences increased Chartist divisions. In Scotland, the Chartist message was spread by the idea of “Christian Chartism”. The North of England was strongly in favour of physical force, while Birmingham was influenced by its links to the Complete Suffrage Movement and to “moral” force Chartism. Peel`s social and economic reforms in the 1840s contributed to a rise in living standards which contributed to a decline in support for Chartism. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Answers will refer to all three sources. Source 1 reveals how well prepared the military authorities were. The fact that Napier was able to balance sympathy for the Chartists without wavering from his duty suggests that the authorities were going to respond to Chartist violence in a measured way and avoid creating martyrs. Napier`s reflections on the plight of the working class foretold Peel`s determination to confront the social and economic problems which created Chartism through his reforms in the period 1841-1846. Napier`s observations about his own capability are endorsed by Source 3. Source 2 illustrates the Chartists` shortcomings in several ways. Thousands participated in

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the Newport Rising, yet they were defeated by a small military force. The anticipated supplies of gunpowder did not materialise. Source 3 provides a synopsis of Chartist problems: a united political front backed by law and technology.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to the views of contemporaries such as Chartist leaders or members of the government. Later opinion may come from historians' views or candidates may provide interpretations on the reasons for the failure of Chartism. [35]

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Option 4: Unification of Italy and Germany 1815-1871

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain the reasons for the failure of the revolutions which broke out in the Italian states in 1848.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1a** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1b**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate and demonstrate a superficial understanding of the reasons for the failure of the revolutions which broke out in the Italian states in 1848. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be more detailed and provide some coherent information about the reasons for the failure of the revolutions in Italy in 1848. They may refer to the divisions among the revolutionaries, the role of Pope Pius IX or the recovery of the counter-revolutionary forces. However, there will be significant gaps and omissions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of factors. They may observe that a key reason for the failure of the revolutions was the divisions among their leaders. While the main aim of the revolutionaries in Northern Italy was to expel the Austrians, their counterparts in Venice wanted to set up a republic. In Sicily and other areas of southern Italy, the liberals opposed rule from Naples rather than Vienna. In Milan the supporters of the revolution were divided between a conservative group advocating union with Sardinia and a liberal, republican group led by Carlo Cattaneo. The aim of Piedmont, led by Charles Albert, was not the unification of Italy but the expansion of its territory. But the divisions which beset the revolutions in Italy were not confined to the contrasting aims of their leaders. There were also fundamental differences between the aspirations of the leaders and the rank and file on whose support they depended. For example, the revolutionary leaders in Venice had little sympathy with the economic grievances of the workers, craftsmen

and artisans who had played a key role in the uprising. While the peasants in Lombardy who revolted against rule from Vienna were motivated by political considerations, this was the exception rather than the rule. Frequently, peasant support for the revolutions was motivated by local issues such as grazing rights, land ownership, the number of days they had to work or hostility to their landowner. The revolutionary leaders were unwilling to support their grievances. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Answers at this level will clearly discuss a range of factors which account for the failure of the revolutions which broke out in Italy in 1848. A key factor was that the counter-revolutionary forces regained their nerve. Once the Austrian Government regained control of Vienna, it was able to defeat the revolutionaries in the Italian states. The strength of the Austrian army was an important factor, as was shown by Radetzky's victory over the army of Charles Albert at Custoza on 25 July 1848. The absence of foreign support was another important factor. France was the country most likely to lend support to the Italian revolutionaries but the main concern of Louis-Napoleon Bonaparte was to restore the Pope to reassure French Catholics that he was politically moderate. Answers may also refer to the role played by Pope Pius IX. He was at first regarded by many Italians as a national leader because of his apparent support for nationalism and liberalism, but he abandoned the cause he had initiated because he was not prepared to fight against Austria, another Catholic country. Answers may also discuss the part played by the King of Sardinia-Piedmont, Charles Albert, in the failure of the revolutions. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- (b) Explain the role of Garibaldi in achieving the unification of Italy.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1a** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1b**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate and demonstrate a superficial understanding of the role of Garibaldi in achieving the unification of Italy. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about Garibaldi's military contribution to the unification of Italy, noting, in particular, his famous expedition of 1,087 men to Sicily in May 1860 and his victories at Calatafimi, Palermo and Messina. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of factors but may focus predominantly on Garibaldi's exploits from 1859 onwards. Garibaldi was an Italian nationalist and democrat whose main contribution to the unification of Italy was as an outstanding and inspiring military leader. Answers will discuss Garibaldi's campaign in the south of Italy where his military achievements were all the greater due to Cavour's ambivalent attitude towards his campaign and the fact that his 'army' had inadequate weapons and very little ammunition. In September 1860, Garibaldi captured Naples unopposed and won the Battle of Volturno (near Caserta) in early October. In the subsequent plebiscites held in Naples and Sicily the population voted overwhelmingly for 'One Italy Victor Emmanuel'. However, Garibaldi's main aim was not to capture Naples but Rome. But this plan failed due to the actions of Cavour and on 26 October Garibaldi handed over to Victor Emmanuel II, King of Piedmont, the territorial gains he had made. Responses may mention that Garibaldi undertook another march on Rome in 1862, but was defeated at the Battle of Aspromonte by King Victor Emmanuel's army. A similar expedition to Rome in 1867 suffered the same fate when his army was defeated by Papal and French troops. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Answers may observe that Garibaldi was greatly impressed by Giuseppe Mazzini, becoming a member of 'Young Italy' after its establishment in 1831. They may also discuss Garibaldi's role in an insurrection in Piedmont in 1833 under Mazzini's leadership. He was sentenced to death in his absence and forced to flee abroad. Returning from South America, Garibaldi played an important role in the revolutions of 1848, and answers may discuss his heroic but ultimately unsuccessful defence of the Roman Republic from May to July 1849. They may also refer to Garibaldi's membership of the National Society. He enhanced his military reputation during the Austro-Italian War of 1859, winning battles at both Como and Varese. Answers at this level may focus more on Garibaldi's political beliefs. He initially supported the republican ideals of Mazzini but abandoned this view in the Second Italian War of Liberation, believing that only the monarchy of Piedmont could

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bring about the unification of Italy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the attitude of the Southern German states to the unification of Germany?

This question targets AO2(a): the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. The Prussian Ambassador in Bavaria is informing his Foreign Minister about the attitude of the Bavarians towards Prussia.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. Adelbert Ladenberg, the Prussian Ambassador in Bavaria, is informing the Prussian Foreign Minister, Alexander Schleinitz, about the hostility of Bavaria towards Prussia in the autumn of 1861.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. One of the strengths of the source is that its author, Adelbert Ladenberg, is the Prussian Ambassador in Bavaria and is therefore well placed to assess Bavarian attitudes towards German unification. The source is especially useful since it is a private, confidential letter from Prussia's Ambassador in Bavaria to his Foreign Minister and was not written for public consumption. Another strength of the source is that it does not just report on the views of the ruling classes in Bavaria but also the 'lower classes', concluding that ordinary working class Bavarians were even more antagonistic towards Prussia than the 'upper classes'. Ladenberg also draws attention to the important role of the press in influencing Bavarian public opinion. The letter indicates that Bavaria's political elites were so concerned about the power of Austria and Prussia, the two leading German states, that they were attempting to establish a third power bloc in Germany made up of the medium-sized German states. A further strength of the source is its measured tone. It reports that, even though Bavaria is extremely hostile towards Prussia, it would not hesitate to 'allow itself to be protected by Prussia' in the event of a war with France because it recognised the strength of the Prussian army. In fact, Ladenberg concludes, Bavaria would, under these circumstances, willingly place itself under Prussian leadership.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. Answers at this level may note that, in stating that Bavaria is hostile to German unification under Prussian leadership, Ladenberg is not necessarily claiming that Bavaria is opposed to the concept of unification itself; it leaves open possible Bavarian support for German unification under Austrian leadership. Responses may also note that the reliability of the source is enhanced by the fact that Ladenberg's prediction in 1861 that Bavaria would support Prussia in the event of a war with France is precisely what happened in 1870. Answers will not only discuss the strengths of the source but also its limitations. The source has several important limitations. It only refers to the attitude of one of the Southern German states to the unification of Germany. No reference is made to how Baden, Württemberg or Hesse-Darmstadt viewed German unification. While Ladenberg, as Prussian Ambassador in Bavaria, was well placed to assess Bavarian attitudes towards Prussia, this source nonetheless represents a Prussian perception of how Prussia is regarded in the Bavarian capital; the views of a leading Bavarian official would have been more useful. Another possible limitation is the date. Ladenberg's letter was written in November 1861, some ten months prior to Otto von Bismarck's appointment as Minister-President of Prussia and almost ten years before German unification was achieved. Bavaria's attitude towards unification might have changed between 1861 and 1871. [13]

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- (b) Using **all** the sources, **and** your own knowledge, assess whether the inclusion of the Southern German states was Bismarck's greatest achievement in the unification of Germany by 1871.

This question targets AO1b: the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements; and **AO2a:** the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways;

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]-2) AO2b**AO1b:**

KNOWLEDGE ([0]–[3]): Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar or flaws in the structure and organisation of ideas presented.

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources and fail to utilise the source content to address the question.

AO2b:

INTERPRETATIONS ([0]-[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations of the subject. Answers at this level may be inaccurate or demonstrate superficial understanding.

Level 2 ([4]-[6]) AO2a, ([4]-[6]) AO1b, ([3]-[5]) AO2b**AO1b:**

KNOWLEDGE ([4]-[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. For example, there may be a partial account of Bismarck's efforts to secure the inclusion of the Southern States in the new German Empire. There will be frequent lapses in meaning due to shortcomings in legibility with some defects in organisation and little specialist vocabulary.

AO2a:

SOURCES ([4]-[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, in Source 1, Ladenberg highlights the hostility of Bavaria to the unification of Germany under Prussian leadership. Source 2, a letter from Bismarck to the Prussian Ambassador in Baden, also indicates the size of the task the Prussian Minister-President faced in attempting to unite Germany. Source 3 refers to some of Bismarck's other major achievements concerning the unification of Germany.

AO2b:

INTERPRETATIONS ([3]-[5]): Answers at this level will have some awareness of contemporary **or** later interpretations of the subject. They may refer to a comment by one of the leaders of the Southern German states about their attitude to German unification under Prussian leadership and an assessment by Bismarck about the relative importance of his achievements.

Level 3 ([7]-[9]) AO2a, ([7]-[9]) AO1b, ([6]-[8]) AO2b**AO1b:**

KNOWLEDGE ([7]-[9]): Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers at this level are likely to present a more detailed discussion of whether the inclusion of the Southern German states in the new unified German Empire was Bismarck's greatest achievement. Their inclusion in the German Empire was due to Prussia's victory over Austria in the war of 1866 and its military defeat of France in 1870. Answers should focus on Bismarck's role in bringing about and also winning these wars. They may discuss, for example, Bismarck's efforts, prior to the Austro-Prussian War, to secure French neutrality in any conflict with Austria and show how he achieved this in his meeting with Louis Napoleon at Biarritz in October 1865. Another key reason for Prussia's victory in the war against Austria was the Prussian-Italian Treaty negotiated by Bismarck and signed on 8 April 1866, which stipulated that, for a period of three months, Italy would go to war with Austria if Prussia did. Following Prussia's victory in the Austro-Prussian War, the isolated position of the Southern German states compelled them to form military alliances with Prussia guaranteeing their territorial integrity and agreeing, in the case of

war, to put their armies and railway networks at the disposal of the King of Prussia. But it was the Franco-Prussian War which transformed the attitude of the Southern German states towards German unification and responses should assess Bismarck's role as this conflict developed. They are likely to present a discussion of the Hohenzollern Candidature, the immediate cause of the outbreak of the Franco-Prussian War, and the importance of Bismarck's editing of the Ems telegram, which made the Prussian King's rejection of French demands more uncompromising. France responded by declaring war on Prussia. Answers may observe that, prior to his editing of the telegram, Bismarck had secured promises of support from the Southern German states in the event of a war with France. Anti-French sentiments were widespread among the ordinary population of Baden, Württemberg and, to a lesser degree, Bavaria, and this persuaded their governments to support Prussia against France in 1870. Answers at this level will begin to discuss some of Bismarck's other major achievements such as his handling of the Schleswig-Holstein crisis. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation; for example, one source may be neglected. Ladenberg's letter (Source 1) supports the proposition in the question by showing the intensely strong anti-Prussian sentiments prevailing in Bavaria shortly before Bismarck came to power. Source 2 confirms that Bavarian hostility towards Prussia was still rife six years later and that Bismarck was acutely aware of the danger of antagonising Bavaria in his quest for the unification of Germany. Source 3 indicates that the inclusion of the Southern German states in the unified Germany was only one of Bismarck's achievements, alluding to the skill with which he dealt with Prussia's 'Constitutional Crisis'.

AO2b:

INTERPRETATIONS ([6]-[8]): Answers at this level will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of this subject. Answers may include the views of contemporary politicians from Prussia or the Southern German states of Bavaria, Baden, Württemberg or Hesse-Darmstadt about a Prussian-led unification of Germany. In addition, they may include the views of later historians on the size of Bismarck's achievement in overcoming the particularism of the Southern German states. Answers may note that Ladenberg's letter (Source 1), depicting the enormous task facing the Prussian political elites if they tried to achieve a Prussian-led unification of Germany, was supported by Bismarck's observation in Source 2 about Bavaria's 'strong regional loyalties and political Catholicism'. This point is reinforced by Source 3 which, however, also refers to some of Bismarck's other achievements as Minister-President of Prussia.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b**AO1b:**

KNOWLEDGE ([10]–[12]): Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively.

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Explanation, analysis and judgements are very well developed and substantiated. Answers at this level are likely to present a comprehensive assessment of whether the inclusion of the Southern German states in the new unified German Empire, established in January 1871, was Bismarck's greatest achievement. They may argue that this was Bismarck's greatest achievement by providing evidence of the fierce opposition of the Southern German States to a Prussian-led Germany. For example, in the elections to the Customs Parliament in 1868 parties in Southern Germany which supported German unification suffered heavy defeats and in Württemberg the German Party was wiped out altogether. While Southern Germany was predominantly Catholic, Prussia was mainly Protestant. 'Political Catholicism' or Ultramontanism was prevalent in Southern Germany and religious tensions were particularly acute at this time as the Catholic Church attempted to resist the introduction of secular education and civil marriages by liberal governments. In addition, the Southern German states feared that, in the event of unification, they would lose their political structures which were more liberal than those in Prussia. Answers at this level should also discuss some of Bismarck's other achievements, such as his handling of the Schleswig-Holstein crisis. They may argue that he used this crisis to lure Austria into initial co-operation with Prussia against Denmark, with the aim of engineering conflict between the two major powers to settle the issue of which of them was the leader of 'Germany'. On the other hand, answers may argue that Bismarck simply reacted to events during this crisis. Responses might also argue that Bismarck's greatest achievement was his astute handling of the Constitutional Crisis in Prussia. He outwitted the Liberals, who were refusing to grant the funds for army reform, by continuing to collect the necessary taxes and, at the same time, successfully achieving their foreign policy aims. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment of whether the inclusion of the Southern German states in the German Empire in January 1871 was Bismarck's greatest achievement. Source 1 presents compelling evidence of the hostility of all sections of Bavarian society to the unification of Germany under Prussian leadership. Source 2, on the other hand, provides evidence of the diplomatic skills Bismarck needed to exhibit in his dealings with Bavaria. It underlines the risk that the predominantly Catholic state of Bavaria would form an alliance with its Catholic neighbour Austria rather than the mainly Protestant state of Prussia. Bismarck also alludes to the fact that his task was made all the more difficult by the prevalence in Bavaria of 'political Catholicism' (Ultramontanism). Source 3 confirms that 'one of the greatest challenges Bismarck faced was' to secure the inclusion of the Southern German states in the German Reich. However, the source also makes it clear that Bismarck was a skilful politician and opportunist whose ability to exploit situations was illustrated in his resolution of the Constitutional Crisis and handling of the Schleswig-Holstein crisis.

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AO2b:

INTERPRETATIONS ([9]–[11]): Answers at this level will provide a good analysis and evaluation of contemporary **and** later interpretations of the subject. They will discuss fully whether the inclusion of the Southern German states in the new unified German Empire, established in January 1871, was Bismarck's greatest achievement. Answers will compare Bismarck's achievement of gaining the support of the Southern German states with the success he gained in other policy areas such as the Constitutional Crisis and Schleswig-Holstein affair. They may quote Bismarck himself who claimed in his memoirs that his greatest achievement was his outmanoeuvring of Austria in the Schleswig-Holstein crisis. Similarly, answers may play down Bismarck's achievement in bringing about and winning the Franco-Prussian War because of the inept diplomacy of the French political elites and the shortcomings of France's military performance during the war. [35]

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Option 5: Germany 1918-1945

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain the features of the Weimar Constitution of 1919.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate or demonstrate a superficial understanding of the features of the Weimar Constitution agreed by the National Assembly in 1919. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide a limited awareness of the features of the Weimar Constitution. For example, responses may refer to the President's wide-ranging powers under Article 48 of the Constitution and also discuss the voting system of proportional representation. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will explain a number of the features of the Weimar Constitution. The head of state was the President, to be elected every seven years. He appointed the chancellor who would head the government. Under Article 48 the President in emergencies could rule by decree and sideline the Reichstag. The President not only had the power to appoint a Chancellor but could also dismiss him. The President could also dissolve the Reichstag and arrange for new elections. The President also commanded the army. There were to be elections every four years using a system of proportional representation. The electorate consisted of all men and women over the age of 20. Electors voted for a party and each party produced a list of candidates numbered in order of importance. This system meant that each party would get a fair share of the votes cast but it prevented any one party ever having an overall majority. It encouraged a mass of political parties and ensured that every government had to be a coalition. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of

writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will provide a comprehensive explanation of the features of the Weimar Constitution. The Chancellor and his ministers were accountable to the Reichstag, which was the main law-making body. Governments could be removed from office by a hostile vote in the Reichstag. The Weimar Constitution for its time could be characterised as a liberal system. Basic rights such as freedom of speech were guaranteed by the constitution. It was a federal constitution with political authority split between a national government and seventeen state governments. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain how the Nazis created a dictatorship in Germany between 30 January 1933 and 2 August 1934.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically offer a superficial awareness of how the Nazis created a dictatorship between 30 January 1933 and 2 August 1934. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide a partial understanding of how the Nazis created a dictatorship. Candidates may only produce evidence concerning some of the developments in 1933, such as the Decree of the Reich President for the Protection of the People and State in February 1933 after the Reichstag Fire and the Enabling Law in March 1933. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

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Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of factors as to how the Nazis created a dictatorship between 30 January 1933 and 2 August 1934. Responses may omit particular evidence when illustrating the use of terror and legality in the process such as The Night of the Long Knives in June 1934 or the Law Concerning the Head of State of the German Reich in August 1934. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly explain how the Nazis created a dictatorship between 30 January 1933 and 2 August 1934. Candidates can offer their explanation in either a chronological or a thematic structure to reveal how the Nazis created a one party state dictatorship. Thematically, legality could be illustrated with evidence such as the Decree of the Reich President for the Protection of the People and State in February 1933, the Enabling Law in March 1933, the Law against the Formation of Parties in July 1933 and the Law concerning the Head of State of the German Reich in August 1934 which merged the offices of President and Chancellor due to the death of Hindenburg. Terror could be illustrated by the violence of the rank and file SA after the March 1933 Reichstag election and the Night of the Long Knives in June 1934, when the SS shot at least 90 people, including about 50 SA leaders in a purge to defeat “the Second Revolution”. Answers at this level may refer to other ways in which the Nazis created a dictatorship in Germany: they won popular support, winning 288 seats in the Reichstag election of March 1933; they employed propaganda, with the creation of the Ministry for Public Enlightenment and Propaganda in March 1933; they introduced coordination, with the amalgamation of trade unions into the German Labour Front in May 1933 and the Army Oath of August 1934; they gained concessions, with the signing of the Concordat between the Nazi state and the Vatican in July 1933. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the political strategy of Hitler and the Nazis in their rise to power between 1924 and 30 January 1933?

This question targets AO2(a): the candidate’s ability, as part of the historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. The source provides evidence that in 1924 Hitler decided to adopt a new legal strategy of contesting parliamentary elections as opposed to using force in trying to achieve power.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. Ludecke's detailed recollection in 1937 of a personal conversation he had with Hitler in 1924 provides evidence that the Nazi leader had rejected the use of force and adopted a new strategy of contesting democratic parliamentary elections as the method by which the Nazi Party would attempt to gain power. According to the author, who was a close associate of Hitler in 1924, the Nazi leader appreciated that this would be a long-term strategy and would require a restructuring of the party after his release. According to Ludecke, who had access to the Nazi leader in Landsberg Castle in 1924, Hitler was confident that this new strategy would be successful as the Nazis had already gained 32 seats in the Reichstag election of May 1924. In fact, the Nazi leader believed that they would eventually gain a majority. The source is interesting for historians because Ludecke claims at the end of the extract that Hitler had originally opposed Nazi participation in the election of May 1924, but the success in winning 32 seats had made him reconsider his attitude. If accurate, this would suggest that Hitler had been pragmatic and reacted to the electoral success initiated by others in the Nazi Party, rather than make a deliberate decision as leader to fundamentally change the strategy of the Nazi Party.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. The major limitation of the source is the reliability of the author. The caption reveals that Ludecke was a "former" associate of Hitler and his memoirs were published while in "exile." This suggests that his relationship with Hitler was no longer harmonious by 1937 and that there probably had been some sort of disagreement if Ludecke had felt it necessary to leave Nazi Germany in 1934. The author might have an attitude of animosity towards Hitler which could explain the tone of the last paragraph of the extract. Candidates could consider what the motive of the author would be in producing public memoirs that were potentially critical of Hitler after there appeared to be a parting of the ways in 1934. Candidates could also raise doubt about the accuracy of Ludecke's memory of what Hitler was alleged to have said in the first paragraph of the extract given that thirteen years had passed. The source is informative about the strategy

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adopted in 1924, but does not inform the historian of how successful it was in the subsequent years up to January 1933. Candidates may be able to point out any of the following points from their contextual knowledge. By 1924, the crisis of hyperinflation was over, partly explaining why Hitler felt new tactics needed to be adopted. Despite Hitler's optimism, the Nazis only got 14 seats in the next Reichstag election in December 1924. Hitler formally announced the new strategy at a party meeting on 27 February 1925, after his release. A major reorganisation of the party did follow, involving a nationwide structure which included dividing Germany into 35 regions which reflected the electoral geography of Weimar's system of proportional representation. Despite Hitler's claim that "sooner or later we shall have a majority", he did not achieve this objective, although by July 1932 the Nazis were the largest party in the Reichstag with 230 seats. [13]

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- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which the rise to power of the Nazi Party from 1924 until 30 January 1933 was due to Hitler's leadership.

This question targets AO1(b) and AO2: the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and, the candidate's ability as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. A superficial awareness of the rise of the Nazi Party to power in the period from 1924 to 30 January 1933 will be revealed. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which the rise to power of the Nazis from 1924 to 30 January 1933 was due to Hitler's leadership.

AO2b:

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations concerning the significance of Hitler in the rise to power of the Nazis between 1924 and 30 January 1933.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

AO1b:

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and

judgement. For example, there will be a limited illustration of the importance of Hitler in the Nazis' rise to power in the period from 1924 to 30 January 1933. The policy of "legality" was based on Hitler's insistence that power could not be achieved through a putsch, as was attempted in 1923. Instead, legal means would be used by contesting elections throughout Germany. By 1930 such tactics seemed to be successful when the Nazis made their electoral breakthrough, gaining 107 seats in the Reichstag. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation and little specialist vocabulary.

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 demonstrates the adoption of the legal strategy by the Nazi leader. Source 2 illustrates that it was adopted by the Nazi Party. Source 3 refers to a range of factors which contributed to the success of the Nazi Party in the last phase of the Weimar Republic.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, an opinion concerning the significance of Hitler may be quoted.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b**AO1b:**

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. There will be a more detailed selection of evidence to support the proposition. By 1925 Hitler had been released from prison and was able to turn his failure in the Munich Putsch to his advantage. He had gained national publicity from his bold defence at his trial. He had used the time in prison to reflect on politics and change the method by which the Nazis would seek power. Legal tactics were adopted rather than the use of force. The Nazis would now use Weimar democracy to gain mass support rather than attempting another putsch. The chaos into which the Nazi Party fell during his absence showed his indispensability to the movement. He refounded the party in February 1925 and based it on the *Führerprinzip*. This gave Hitler supreme power over both policy and strategy. The party became an obedient tool of Hitler's will. He introduced the brown shirt for his SA storm troopers, adopted the outstretched right arm as a salute and personally designed the Nazi flag with the swastika with traditional red, black and white colours. At the party congress at Bamberg in 1926, he defeated more socialist-inclined rivals and became the undisputed leader of the party. Hitler also organised the Nazi Party throughout Germany. A national party structure was essential to gain success in elections. The whole of Germany was divided into 35 regions which reflected the electoral geography of Weimar's system of proportional representation. The control of each region was placed in the hands of a *Gauleiter*, appointed by Hitler and subordinate to his orders. Hitler delegated to Gregor Strasser the task of building up an efficient Party structure and this was reflected in an increase in Party membership to 108,000 by 1928, partly due to the creation of associated Nazi organisations that were geared to appeal to the specific interests of particular groups. The party built up an efficient structure that

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allowed it to exploit the economic deterioration after 1929. Along with Josef Goebbels, Hitler realised the importance of propaganda and used it to target many Germans' specific grievances. He was very flexible in what he actually said to the German people. Hitler was able to tailor his message to his audience, and was able to appeal both to the socially downtrodden and to the elites. After 1929, through his excellent oratory and charisma, Hitler was able to exploit the dissatisfaction of the masses with the Weimar Republic. His attacks on the terms of the Versailles Treaty enjoyed widespread support among the German people. Many industrialists, businessmen and large landowners supported the Nazis because they saw them as protection from the communist threat. Hitler's restructuring of the Nazi Party and the adoption of a legal strategy to gain power enabled it to achieve its electoral takeoff from 1930. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, one source may be neglected. Source 1 highlights the change in strategy with the rejection of the use of force after the failure of the Munich Putsch in 1923 and the adoption by Hitler of a legal road to power. Source 2 reveals that the Nazis have adopted such an approach, while retaining their contempt for democracy. Source 3 provides a retrospective view concerning the importance of Nazi electoral support and highlights the significance of the depression, particular groups within the electorate, Nazi Party propaganda and Hitler's charisma in enabling the party to make an electoral breakthrough in 1930.

AO2b:

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, there may be opinions about the importance of Hitler's tactics in the rise to power of the Nazis in the period 1924 to 30 January 1933.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b**AO1b:**

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of why the Nazis rose to power in the period between 1924 and 30 January 1933, not only selecting evidence to illustrate the importance of Hitler but also highlighting other factors. The depression and economic crisis that followed the Wall Street Crash in 1929 did not in itself bring the Nazis to power. What it did was create the possibility, the opportunity and the context in which Nazi propaganda would not fall on deaf ears. It acted as the trigger for the rise of the Nazi Party and the destruction of the Weimar Republic. High unemployment and financial insecurity undermined confidence in the political structures. The depression increased the popularity of those who offered radical solutions to the economic problems. The depression created the conditions in which the Nazis flourished. Mass electoral support after the

depression from 1930 gave the NSDAP a legitimacy it lacked in the 1920s. Without electoral success in the early 1930s the Nazis would not have been in a position to challenge for power. By 1932 they were the largest party in the Reichstag. Another factor leading to the rise of the Nazis was the destruction of the Weimar democracy by the elites between 1930 and 1933. Led by President Hindenburg, the aim behind such a policy was the restoration of authoritarian government. The NSDAP gained power through the actions of an elite that believed it could use the Nazis to maintain its power and influence. The presidential powers built into the constitution and in particular Article 48 gave Hindenburg the constitutional framework to undermine the democratically based constitution. Hitler became Chancellor in January 1933 because of the belief of Hindenburg and others that, once the Weimar Republic had been undermined, a new more authoritarian regime could be installed peacefully. This could only take place if it had a base of popular support. It was this popular support which only the NSDAP could provide. The elites attempted to use Hitler and his party to give themselves legitimacy for a new authoritarianism. The misjudgement of Papen and Hindenburg in believing that they could control and use the Nazi movement is crucial in explaining the rise to power of the Nazis. From 1930 onwards, government was conducted by political intrigue. Individuals such as President Hindenburg, Papen and Schleicher had an important role to play in creating the political circumstances in which it became desirable for the elites to bring the Nazis into power. At no point did the Nazis achieve an electoral majority. The Nazi vote fell in 1932 from 37% in July to 33% in November. The appointment of Hitler as Chancellor was at a stage when the Nazis were declining electorally. The Nazi Party's tactics brought it to the brink of power. That was achieved, however, due to the misjudgement of the elites, rather than the misplaced votes of a desperate electorate. The Nazi movement and its popular base were co-opted by elites that believed mistakenly that they could use the NSDAP for their own ends. The rise to power of the Nazis was the result of a number of interrelated factors. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 can be utilised to illustrate the adoption of electoral means as the new strategy employed by Hitler and the Nazis to try to gain power after the failure of the use of force in the Munich Putsch of November 1923. It also indicated that a reorganisation of the party was required to facilitate the new strategy of legality. Source 2 can be utilised to illustrate that by 1928 an important Nazi like Goebbels was fully committed to the legal strategy of using democracy to gain power, despite his antipathy towards democracy in principle. Source 2 could also stimulate candidates to discuss the contribution of Goebbels and Nazi propaganda to Nazi electoral success. Source 3 provides candidates with a range of factors to explain the rise of the Nazi Party. Emphasis is placed on an efficient party machine, effective propaganda, Hitler's charismatic leadership and electoral support from middle-class and rural voters to help to explain the electoral breakthrough in September 1930, when the Nazis became the second largest party in the Reichstag with 107 seats and over 18% of the votes.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Candidates could react to the statements by McDonough in Source 3 in discussing the importance of Hitler in relation to other factors in assisting the Nazis' rise to power. They can concur with McDonough's views, qualify them, or disagree with them. It is more important that they debate the issues, consider the evidence and substantiate a relevant line of argument. [35]

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