



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2012**

History

Assessment Unit AS 1

[AH111]

MONDAY 16 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

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

- 1 (a) Explain the role of Thomas Cromwell in achieving the English Reformation.

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 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 produce a narrative of who Thomas Cromwell was and what his relationship with Henry was like. There will be 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 knowledge regarding Cromwell and his role in the Reformation. They may mention that Henry been pushing for a divorce before Cromwell came to power, however it was Cromwell who gave Henry the confidence to proceed with a break with Rome. Cromwell was responsible for a series of statutes that accomplished this between 1532 and 1534. By 1534 Papal authority had been rejected. 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 may identify the drive and determination of Cromwell in achieving the Reformation. In 1532 he was appointed Vice Regent in Spirituals. Cromwell, as a Protestant believer, pushed for further reform and not just a break with Rome. He transferred the wealth of the Church to the Crown through the dissolution of the monasteries. He was the driving force behind the publication of vernacular bibles in England. This proved to be a great propaganda tool for the Reformation. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of

AVAILABLE
MARKS

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 issues dealt with in Level 3 and provide a comprehensive explanation of Cromwell's role in achieving the English reformation. Answers at this level may mention that there were also limits to what Cromwell achieved. Some of the tradition of the Church remained such as Church Courts and Canon law. Many of the abuses of the Catholic Church remained such as pluralism and absenteeism. Clerical dress remained. Answers may refer to the Six Articles of 1539 which clearly identified a traditional interpretation of Church doctrine. Despite Cromwell's desires, further reform was halted. The Reformation achieved an English Church with the King as Head but most of the doctrine remained Roman Catholic. 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 main elements of the Elizabethan Church Settlement of 1559.

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 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 the Settlement and produce a narrative account of why Elizabeth I established it. There will be little reference to the main elements or detail of the Settlement. 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. They may make reference to the main Acts, including the

Act of Supremacy, the Act of Uniformity and the Common Book of Prayer. There will be little detail about the content of these Acts. 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 elements of the Settlement. As well as dealing with doctrinal elements of the Settlement such as the Act of Supremacy, the Act of Uniformity and the Common Book of Prayer, they will also make reference to the financial elements of the Settlement such as the Act of Exchange and First Fruit and Tenths. They may also mention the Royal Injunctions and how they dealt with the day to day organisation of the church. 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 main doctrinal and financial elements of the Settlement. They will also address the issue of Elizabeth's power and government of the Church. They will also deal with the 39 Articles. They may suggest that the Settlement left significant gaps and some issues such as clear doctrine and the quality of bishops were not addressed. 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 anti-clericalism on the eve of the English Reformation?

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 that this source was written by William

Melton, Chancellor of York. He is commenting on the behaviour of priests within the Church.

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, William Melton was Chancellor of York and he was unhappy about the behaviour of the priests. He is preaching a sermon to his congregation. He accuses them of being rude and ill-mannered, drunken and immoral, as well as being idle and gambling.

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, William Melton was not only Chancellor of York but he also had sympathy with the Humanist movement. He preaches before Henry had established the English Church but when anti-clericalism was emerging. It is significant that he is criticising the Church from within. It is a public sermon preached from York, a seat of great importance. He is warning his congregation about the behaviour of some priests. It is worth noting that he is criticising the behaviour of the priests and not the doctrine of the Church.

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. For example, Melton was Chancellor of York, the second most important seat in England; Wolsey became Archbishop of York in 1510. Only Canterbury surpassed it. Melton is known for being a friend of the Humanist John Colet. The Humanist movement recognised flaws within the Church, wanting reform not revolution. His audience would have included men of influence and responsibility. Perhaps he is addressing the clergy, as well as the people of York. He is speaking in 1510 when there is criticism of the Church and reforming ideas are spreading from Europe. As an educated man, he would have been greatly influenced by these new ideas. This could limit the usefulness of this source; he preaches about the flaws of the Church but he does not represent the majority of people in England. Although anti-clericalism was present, it is unclear how the ordinary people felt; most were content with the Roman Catholic Church. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent of the opposition to the Roman Catholic Church on the eve of the English Reformation.

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]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

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, it may mention criticisms of the Church but fail to address the question. 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.

AO2(a):

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to how widespread opposition to the Roman Catholic Church was.

AO2(b):

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

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)

AO1(b):

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, the answer may deal with criticisms of the Church and a growth in anti-clericalism and anti-Papalism. It may mention the criticisms regarding the wealth of the Church as well as some of the abuses such as simony, pluralism and absenteeism. It may refer to the power and position of the Pope. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2(a):

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 discusses the behavior of the priests, while Source 2 is a will from the time in question. Source 3 tells us that there was little opposition to the Church.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, some historians

believe that there was a growth in anti-clericalism and anti-Papalism during this period.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)

AO1(b):

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. The answer may make a distinction between criticisms of the Church and opposition to it. It may refer to anti-clericalism and anti-Papalism but it will also mention specific groups. It may make reference to the Reformation in Europe and how ideas were spreading and affecting such groups as the Lollards and Humanists. It may also mention that the majority of people were content with the Church and attended regularly. 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.

AO2(a):

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation. For example, Source 1 was written by a leading member of the Church who used his sermon to voice opposition to the Church. He is concerned about the behaviour and conduct of the priesthood. Source 2 highlights that there was still support for the Church. This is an extract from a will bequeathing gifts to the Church and asking for prayers. Source 3 highlights how historians have reassessed the extent to which opposition to the Roman Catholic Church existed.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, it may mention groups such as the Lollards and Humanists and their discontent with the Roman Catholic Church and their desire for change. It may also mention traditional interpretations surrounding the Roman Catholic Church. There was a growth in anti-clericalism and criticisms of the behaviour of priests. The Church was showing signs of being in danger.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)

AO1(b):

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 opposition to the Roman Catholic Church. As well as mentioning criticisms of the Church, it will also look at specific sources

of opposition. The Lollards wished for change within the Church. Overall this group was small and not too radical. Humanists also desired change but again from within. It was only the Protestant movement which outwardly opposed the Roman Catholic Church. Its ideas were filtering in from abroad but only to certain groups and to certain geographical locations. The majority of people were content with the Church. It is worth noting that, unlike Europe, the English Reformation did not come from the people but from the King and his desire to break with Rome. 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.

AO2(a):

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. For example, Source 1 highlights opposition within the Church. However, as a Humanist, Melton did not wish to directly oppose the Church; he merely wanted reform from within. He does not criticise the doctrine of the Church but only the behaviour of certain priests. Source 2 highlights the support for the Church. It implies that, although England became Protestant, many within the country remained devoted to the Roman Catholic Church. It should be noted that we do not know the actual date this will was written, only when Foldyngton died. Perhaps his attitude changed as the new religion progressed. Source 3 refers to two different interpretations of anti-clericalism; the traditional interpretation regarding this has been rejected in favour of modern interpretation. The ordinary English people were content with Roman Catholicism.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinion and look at evidence such as wills and donations. People still gave willingly to the Church. Traditional interpretations would suggest that there was a wave of opposition towards the Roman Catholic Church but most of this was from Protestant writers who were determined to strengthen their cause. Recent interpretation has questioned the level of opposition and suggested that the majority of people were content with the Roman Catholic Church.

[35]

Option 1

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Option 2: England 1603–1649AVAILABLE
MARKSAnswer question **1(a)** or **1(b)** and question **2**.

- 1 (a)** Explain the reasons for Parliament's victory in the Civil War of 1642–1646.

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 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 note some vague reasons for Parliament's victory in the war. 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 of the reasons for the Parliamentary victory. The character of the New Model Army and the weaknesses and divisions on the Royalist side may be explored. The answers will have some supporting evidence. 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 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 give a balanced, substantiated understanding of why Parliament won the war. The New Model Army was notable for its size and how its soldiers were usually paid and well motivated. Pym's alliance with the Scots and the money raising methods he put in place helped to strengthen the Roundheads. Possessing London provided a huge psychological boost and its resources were to prove crucial as the war lengthened. Some attention may be given to the role of individuals such as Pym, Cromwell or Fairfax. All these strengths contrasted with the weaknesses on the Cavalier side. 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 key reasons for Parliament's victory. Parliament's creation of a national army, the New Model Army, in contrast to the provincialism of the Royalists, gave it a substantial advantage. The army had a discipline and tactical awareness superior to its opponents. The terms of the Solemn League and Covenant, with the Scots, provided 21 500 troops and helped to secure a crucial victory at Marston Moor. London provided a large share of the nation's customs and a large reservoir of manpower. Conversely, the Royalists struggled to raise money and suffered disunity amongst its leadership. Charles was determined to be responsible for the overall strategy of the war and often ignored the advice of his experienced commanders. Control of the navy enabled Parliament to bring in resources from abroad and prevented the King accessing help from his foreign allies. 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 importance of the belief in witchcraft in this period.

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 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 and provide a superficial explanation of the belief in witchcraft in the period. 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 belief in witchcraft during the reigns of James I and Charles I. Belief was certainly popular in this period and alleged witches were usually old women, accused of causing illness or a disaster to befall one of their neighbours. A number of witchcraft trials occurred

during the reigns of the early Stuarts. 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 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 be more detailed and show greater awareness of the belief in witchcraft. The alleged witches were usually women, accused of putting spells on their neighbours that resulted in the illness or death of relatives or damage to property. “Wise” men or women and “white witches” and “wizards” were also widespread. These were usually individuals who, it was believed, had the power to work beneficial magic. 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 widespread belief in witchcraft, perhaps noting that explanations have connected it to the economic and social instability of the period. The decline in neighbourliness as village life became undermined by population and price changes, may have contributed to accusations of witchcraft. Alternatively the belief in witchcraft is evidence of the popular ignorance of the causes of illness, poor weather, livestock disease or harvest failure. Good responses may note that it is difficult to be certain about the extent of belief or the reasons for it as the evidence available is drawn from only a few counties (mainly Essex) and from court trials. Some consideration may be given to the role of the witchfinder Matthew Hopkins although most trials were initiated by neighbours rather than magistrates or ecclesiastical authorities. 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]

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the reasons for the opposition to James I’s financial policies in the period 1603–1625?

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 Hakewill believes impositions “cannot be levied without the consent of Parliament”.

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 reveals that Hakewill accepts that the King should profit from trade but that his actions should first be “approved” by Parliament.

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. For example, the source is written by a Member of Parliament who is well placed to understand the issue of impositions and the opposition it has engendered. Therefore, the author has the credibility of being well informed about the subject. The Bate’s Case in 1606 had ruled in the King’s favour but impositions had remained a controversial issue. Responses may note that the resentment of impositions was part of a wider concern about James I’s financial policies. Answers should utilise the content of the source, with a mixture of own words and extracts, to enhance its value. Hakewill argues that taxation can “be judged by Parliament” but not by the King. He goes on to suggest that, while it is “reasonable” for the King to gain revenue from trade, Parliament should give its assent to any taxes.

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. For example, Hakewill certainly voices a common concern in Parliament at the time. However, his comments represent only the opinion of one man and may not reflect the view of all of Parliament. The value of the source is limited by the fact that it only focuses on trade and specifically the controversial use of impositions. Finance had become a point of conflict between James and his Parliament with resentment also building about his overspending and his generosity towards his favourites, particularly the Scots. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which James I’s financial policies were a failure in the period 1603–1625.

This question targets AO1(b): the candidate’s ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements; **and AO2:** the candidate’s ability, as part of

an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination; 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]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

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 comments on the fact that James I's financial policies were unpopular with the gentry and merchants. 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.

AO2(a):

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 James I's financial policies were a failure.

AO2(b):

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

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)

AO1(b):

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 James I's financial policies. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2(a):

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 impositions had caused conflict with his Parliament. In Source 2, Cranfield argues that James I's reign had been a period of "plenty" for his subjects. Source 3 gives a wide range of James I's financial actions which caused opposition.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, James faced criticism in Parliament for his use of monopolies.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)**AO1(b):**

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 James I's financial policies caused considerable opposition and certainly damaged his relationship with his Parliaments. His use of impositions and monopolies may have raised income but both policies were controversial. James inherited substantial debt and a weak financial system from Elizabeth and some of his policies, notably avoiding a costly war in Europe, were a success. 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.

AO2(a):

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 opposition in Parliament to the use of impositions. The Bate's Case ruling in favour of the King had failed to resolve the issue. Indeed in 1614 it was one of the issues that caused James to dissolve his Addled Parliament. In Source 2 Cranfield challenges the critics of James's reign arguing that their estates are "in a far better state" than when James became King. Source 3 argues that James caused some of his own problems by his extravagance and rewarding of favourites. His actions led to Parliament withholding supply. Ashley concludes by noting that James was forced to adopt other methods of raising money, some of which only led to more opposition.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, contemporary MPs spoke out as early as his First Parliament, criticising feudal devices such as purveyance and wardship. In Source 3 Ashley argues that by 1621 James I's Parliament was willing to withhold supply unless its views were considered on the royal prerogative of foreign policy.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)**AO1(b):**

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 extent to which James I's policies were a failure. Good answers may explain how James I was under financial pressure from the outset of his reign. The inefficiency and corruption of the

financial system and the high expenses he encountered meant it was a challenge for James to balance the books. Despite these pressures, there is no doubt that James contributed to his own financial problems with his extravagance and controversial policies. His exploitation of his feudal fiscal devices and his extensive use of impositions and monopolies led to conflict with his Parliaments. He also bears some responsibility for the failure of the Great Contract and the disastrous Cockayne Scheme. Good responses may explore the attempts made by some of his Lord Treasurers to reform the system and curb his expenditure, which were often undermined by James's own attitude. 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 with some specialist vocabulary.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Answers will discuss how Source 1 highlights the willingness of some MPs to speak against their King's financial policies in parliamentary debates. Challenging the royal prerogative so directly is evidence of the extent to which his actions were provoking controversy. In Source 2, Cranfield hints at the criticism of James that emerged after the failure of the Cockayne Scheme, noting that some have "complained" at the fall in wool prices. James's Lord Treasurer challenges his critics and argues that his reign has been a time of "plenty". Source 3 notes the extent of the opposition to James in Parliament and the impact of his extravagance. His financial policies contributed to his reign ending in "confusion and disaster".

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinion to illustrate the failure of James's financial policies. Contemporary opinion could be ascribed to any Member of Parliament, merchant or minister of his government. Answers may exploit the content of Source 3 to explain the interpretation that James I's policies were central to the opposition he faced, particularly at the end of his reign. Later interpretations may take the form of historians' opinions on any of his financial policies and may be utilised to support or challenge this interpretation. Candidates should provide interpretations by way of appropriate comments which attempt to assess the extent to which James I's financial policies were a failure. [35]

Option 2

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Option 3: England 1815–1868

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

- 1 (a) Explain the reasons for the discontent in England in the period 1815–1820.

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 and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([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 and analysis. Answers may typically make some remarks about the causes of discontent in England. 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 will 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 causes of discontent. For example, they may reflect on how government policies caused unrest. The Corn Laws of 1815 increased bread prices, and while this pleased the agricultural interest, it was disastrous for the unemployed workers. It became a popular outcry from the lower classes that they were at the mercy of a landed parliament which looked after its own self-interest, regardless of the implications for the majority in society. 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 will 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 causes of discontent in the period. The abolition of income tax by Lord Liverpool's government, and its replacement with indirect tax, burdened the poor, as well as the middle classes. The Game Law, while designed to protect the property rights of landowners, appeared harsh and vindictive, since the hardships after 1815 were more likely to push the lower classes towards the unlawful pursuit of game. Answers may reflect on the

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impact of the post-war slump, a source of grievance over which the government had no control. 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 clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. The end of the war accelerated a slump in industries which had flourished in the years up to 1815. For example, there was a decline in demand for materials relating to armaments and uniforms. Moreover, over 300 000 soldiers were now demobilised, and they returned home to a rapidly declining labour market. In agriculture, landlords who had borrowed heavily during the war now reduced their workers' wages to pay off their debts. This added to the feelings of discontent between 1815 to 1820. Mechanisation, in progress before the war, now caused widespread unemployment in the textile industry. Industrialisation witnessed much hardship in the new towns like Manchester, where disease, overcrowding and dangerous working conditions were a way of life for the lower classes. 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 Parliamentary Reform Act was passed in 1832.

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 and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([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 and analysis. Answers may typically make some remarks about the passing of the Reform Act. 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 will 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 passing of the Reform Act. The passing of the Act came after the passage of Catholic Emancipation in 1829, which in turn accelerated the splits in the Tory Party following the departure of Lord Liverpool in 1827. The Ultra members of the Party were so angry with Wellington's acquiescence over emancipation that they now endorsed parliamentary reform just to get even. With a key obstacle to reform now weakened, the stimulus for passing the Reform Act came from the economic slump after 1830, and the downfall of Charles X in France. Critics of the unreformed system in England argued that the French monarch had fallen due to a failure to recognise genuine popular electoral grievances. 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 will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing more explanation and analysis. Answers will begin to consider the importance of a range of factors regarding the passing of the Reform Act. There could have been no Reform Act without the determination of the Whigs to support the measure. Grey believed that Reform would enhance the Whigs' prospects of gaining office and further discredit the Tories. A limited enfranchisement of the middle class would detach the latter from the lower classes and preserve the constitution. Wellington's rejection of Reform in November 1830 caused his resignation, so the Whig opportunity presented itself. 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 use of 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. Russell introduced the Reform Bill in March 1831, and when it was rejected, Grey seized the initiative and called a general election in April, which became a virtual referendum on reform. The Whig victory in the election gave them a majority of 130 in the Commons. Similar rejection of reform in December 1831 caused Grey to resign in May 1832. The King asked Wellington to form a government, but Tory disunity thwarted his efforts to form a ministry. Against the background of violent agitation, known as the "Days of May," Grey was invited to form a ministry, and shortly afterwards the Reform Act was passed. 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 Peel's career between 1834 and 1841?

This question targets AO2(a): the candidate's ability as part of an historical inquiry, 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 some of Peel's comments about the Reform Act of 1832.

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 Peel's attitudes towards social and political reform.

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 source is a statement by Peel himself, in the form of his famous "Tamworth Manifesto," which is regarded by historians as his defining public political testament. The nature of the source enhances its value, coming on the occasion of the first general election following the excitement of the Reform Act of 1832. Moreover, as the new leader of the Tory Party, this election gave Peel a chance to outline his hopes for the future, and redefine the Tory Party so as to re-establish its electoral credibility. The personal nature of this source is emphasised by the fact that Peel uses the word "I" five times, with a reference to "our Party" in the final sentence. The content of the source is valuable. Peel stresses that he does not oppose reform, a point worth making since his party had opposed Catholic emancipation in 1829 and the Reform Act of 1832. He pledges himself to resist any further electoral change, yet reconciles this stance with his promise to consider a "careful review" of other institutions. His final appeal to the interests of agriculture and industry suggests that Peel is appealing to the newly enfranchised middle-class voters. Words like "fair consideration of all our interests in society" indicate that Peel is determined to shed the image of a Tory Party totally committed to the landed interest, backed by a narrow and extreme Ultra wing.

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. It can be argued that the source only helps us study Peel's career up to 1834, and says nothing about the period which follows. There is no hint of the difficulties facing Peel in converting the rest of the Tory Party (Conservative Party) to his new philosophy. Even when Peel enjoyed electoral success in 1837 and 1841, tensions remained under the surface between his closest supporters and those members of the Party who believed that the interests of the landed class should prevail over the national interest. The source says nothing about the party re-organisation carried out by Peel and his close colleague, F. R. Bonham, in the form of registration and the creation of political clubs. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which Peel was a success as leader of the Conservative Party between 1834 and 1841.

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

Level 1 ([0]–[3]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

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 comments on the fact that Peel led the Tory Party in the 1830s, and enjoyed some electoral success in 1837 and 1841. 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.

AO2(a):

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

AO2(b):

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

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)

AO1(b):

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 limited account of some of the achievements of Peel.

AO2(a):

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 reveals how Peel gave the Conservative Party a new image, as well as a sense of ideological direction, through his “Tamworth Manifesto”. Source 2 suggests that, two years later, other members of the party now endorsed Peel’s approach, with some similar sentiments to his statement at Tamworth. Source 3 gives a broader perspective on Peel’s career, and identifies a mixture of success and failures.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, the answer may refer to a comment from a contemporary about Peel’s leadership of the party, or a comment from an historian on aspects of Peel’s career.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)

AO1(b):

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 Peel led the Party to electoral success in 1837 and 1841. Moreover, the Conservatives enjoyed a brief 100 days in office in 1835. The party was reorganised to come to terms with the new electoral requirements. 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.

AO2(a):

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation, for example, one source may be neglected. Answers could neglect Source 3, or only give limited attention to Source 2.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis of contemporary **and** later interpretations of the subject. For example, answers could provide the opinions of contemporaries hostile to Peel or supportive of his role. There might be references to later interpretations about Peel’s most notable success or source of disappointment.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)

AO1(b):

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 Peel's career in the period 1834–1841. Answers may reflect upon the following themes and episodes:

The Tamworth Manifesto was a political statement of how Peel viewed the future direction of the Conservative Party. It contained his attitude towards the leading issues of the day, such as the Reform Act, the Church, the need for further reform and the importance of maintaining those institutions upon which social and political stability rested. This Manifesto showed that the Conservative Party stood for a safe programme of cautious reform midway between the old Tories who were against all change and radicals in society whose ideas about reform were alarming to moderates.

Peel contributed to the reorganisation of the Conservative Party. Peel gave F. R. Bonham the opportunity to improve the structure of the party electoral machine. Bonham set up the Carlton Club as the party's headquarters, becoming a base from which all aspects of electoral performance, including the registration of voters, selection of candidates, canvassing and finance, could be co-ordinated.

Peel contributed to electoral success, as in the election of 1837 when the party won 313 seats, winning an overall majority of 76 seats in the election of 1841.

Peel's 100 Day ministry of 1834–1835 accelerated the improvement in the party's fortunes. His brief ministry gave Peel the opportunity to demonstrate in a limited way how a Conservative administration would govern, while this experience of a first ministry convinced Peel that the basis of the party's electoral support had to be extended.

Peel acted properly during the "Bedchamber Crisis" of 1839, as he correctly refused to form a ministry under the conditions laid down by the young Queen Victoria. Peel made the prudent decision in turning down the opportunity to form a government in 1839 allowing the final two years of Melbourne's ministry to drift on aimlessly until June 1841, when a successful vote of no confidence was put before the Commons.

The victory in the general election of 1841 concealed future problems for Peel, which were to emerge during his ministry of 1841–1846. The Conservative success in the election did not mean that Peel had persuaded the majority of his colleagues to endorse his political philosophy: rather, many Conservatives adhered to the

traditional values which had contributed to the party's decline in the period 1827–1832. Most Conservatives expected Peel to retain the Corn Laws, even though he had serious misgivings on this issue. The party made little electoral headway in the more industrialised areas of the north of England, and owed its success to traditional Tories winning back their former strongholds in the English counties. 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.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Answers will examine each source to explain how successful Peel was in the period 1834–1841. Source 1 bears testimony to his attempts at redefining what the party stood for. Answers should utilise the content to indicate Peel's core principles. The Manifesto was a clever attempt to appeal to the new middle-class electorate, and proved to be the catalyst for changing the Tory Party into the "Conservative Party" – a term that was first used for the election of that year. Source 2 gives an insight into what some contemporary Conservatives thought of Peel's ideology. Walsh aligns the party to the traditional institutions as Peel did, while simultaneously drawing a dividing line with the Tory Party. References to "privileged orders" and a "wider base" suggest that there is confidence that Peel's appeal to the middle classes will be successful. Answers may reflect that the aspirations in Source 2 do not match the realities of the election success of 1841. Source 3 gives us a sobering contrast to the optimism presented by the other two sources. Here, Evans analyses the limits of Peel's influence over his party. The high point of his electoral success concealed deep tensions over fundamentals such as the Corn Laws which were to explode with fatal effect in 1846.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answer may refer to some of the following contemporary **and** later interpretations. **Contemporary** opinion could be ascribed to any member of the Conservative Party, whether ally or critic of Peel. **Later** interpretations may take the form of historians' views on any of the key phases in Peel's career during this period, **while it is more likely that candidates may provide interpretations about the level of success and failure of the various reforms which they discuss.** [35]

Option 3

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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 why Prussia defeated Austria in the Austro-Prussian War of 1866.

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 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 may typically make some remarks about the reasons for Prussia's victory over Austria in the Austro-Prussian War. 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, explanation and analysis. Answers will be more detailed and provide some coherent information about the reasons for Prussia's defeat of Austria in the Austro-Prussian War. They may refer to Bismarck's diplomatic skills or give examples of how Prussia's economic superiority over Austria contributed to its military successes. 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. For example, they may explore the importance of Bismarck's role as Minister-President of Prussia, giving examples of his diplomatic acumen. They may discuss, for example, Bismarck's successful efforts to secure French neutrality in any conflict with Austria. Another key reason for Prussia's victory in 1866 was the Prussian-Italian Treaty signed on 8 April 1866 according to which, for a period of three months, Italy would go to war with Austria if Prussia did. This was a crucial factor because it meant that Austria had to split up

its army, sending 100 000 of its 275 000 troops southwards to fight the Italians. Answers at this level may also discuss the economic reasons for Prussia's military superiority over Austria. For example, Prussia's superior railway network (in 1870 it had some 19 000 kilometres of lines, double that of Austria) had a major impact on its military campaign during the Austro-Prussian War. Prussia also had superior weaponry and its needle gun inflicted heavy casualties on the Austrian army. Responses may refer to Prussia's economic superiority over Austria, referring perhaps to the importance of the *Zollverein* and its strong industrial growth, but answers should establish a link to its military superiority over Austria. 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 at this level will clearly discuss the qualities of Prussia's political and military leadership during the Austro-Prussian War. In terms of political leadership, Bismarck was the leading European politician of his day and his Austrian counterparts were no match for him. Prussia's military leaders were also of a very high calibre. Helmuth von Moltke distinguished himself as Prussian Chief of General Staff and played a very important part in Prussia's military success in the Austro-Prussian War of 1866. He established a body whose task was to organise the transportation of troops to the battlefield, making effective use of the railway network. This proved very successful and Prussia mobilised its troops more quickly than the Austrians. As a military commander, Moltke proved far superior to his Austrian counterpart, General Ludwig von Benedek. Answers may also discuss the role of General Albrecht von Roon in modernising the Prussian army. 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]

- (b) Explain the attitude of the Southern German states to the unification of Germany in the period 1862–1871.

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 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 may typically make some remarks about the attitude of the Southern German states to the unification of Germany. 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 the Southern German states to the unification of Germany, observing perhaps that they were very wary of Prussia's attempts to achieve German unification under its leadership. 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. For example, they may explain the changes in the attitude of the Southern German states to German unification under Prussian leadership. They may note that the most important Southern German states – Baden, Württemberg and Bavaria – were fiercely independent and viewed Prussia's victory over Austria in the Austro-Prussian War with deep concern since they considered Prussia's dominance of Northern and Central Germany as a threat to their own autonomy. The isolated position of the Southern German states following Prussia's victory in the Austro-Prussian War 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. Despite co-operation between the Southern German states and Prussia between 1867 and 1870, anti-Prussian and also anti-militarist sentiments remained strong in Bavaria, Baden and Württemberg. 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. The Franco-Prussian War was the key event which transformed the attitude of the Southern German states to German unification. Baden, Württemberg and, to a lesser degree, Bavaria experienced a wave of nationalist feeling brought about by hostility towards France. Moreover,

the outbreak of war made the southern states realise that they would be too vulnerable if they remained outside a unified Germany. 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. Top level answers will explain why the Southern German states were opposed to a Prussian-led unification of Germany. Firstly, they were geographically closer to Austria and had traditionally enjoyed a closer relationship with the Austrians than the Prussians. This was partly for religious reasons. The Southern German states were predominantly Catholic, as was Austria, while Prussia was mainly Protestant. In addition, political Catholicism or Ultramontanism was prevalent in Southern Germany. Moreover, the Southern German states feared that, in the event of unification, they would lose their political structures which were more liberal than in Prussia. Traditionally, Baden and Württemberg were strongholds of liberalism. While Prussia had a three-class voting system, all tax payers in Bavaria were able to vote, while in Baden universal male suffrage had been introduced in 1849. 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 failure of the revolutions in the Italian states in 1848–1849?

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.

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. Pallavicino, an active participant in the revolutions of 1848, puts forward in a private letter to Guglielmo Pepe, who had staged an uprising in Sicily in 1820, his views on the reasons for the failure of the revolutions in Italy in 1848–1849.

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. The strength of the source lies in the fact that its author, Giorgio Pallavicino, was one of the leaders of the revolution in Milan in 1848. He is reflecting some 2-3 years after the revolutions in Italy on the reasons for their failure. The source is especially useful since it is a private, confidential letter to a sympathetic supporter and was not written for public consumption. Pallavicino reflects on the lessons to be learned from the events of 1848–1849. In particular, he underlines the importance of military power in achieving success: “To defeat cannons and soldiers, you need cannons and soldiers of your own”. According to Pallavicino, it was this factor which prompted his support for Piedmont, even though he himself was a native of Milan. He also drew attention to the difficulties involved in achieving a successful insurrection in the countryside. The events of 1848–1849 had convinced Pallavicino that independence from Austrian rule could not be achieved through popular unrest but only as a result of the military and economic power of Piedmont. In his opinion, the main objective was to overthrow Austrian rule; the demand for freedom and self-determination could only be realised after Austria had been removed from Italy.

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. Answers at this level may explore the meaning of Pallavicino’s reference to the importance of military power rather than indulging in “Mazzinian chatter”. This may be interpreted as criticism of Mazzini’s theoretical ideas about the nature of a united Italy and, in particular, his assumption that national aims could be achieved through mass insurrection and a “people’s war”. Responses may also refer to the similar experiences of Guglielmo Pepe in Sicily, when his revolt was initially successful but Austria regained control in March 1821, and Pallavicino’s experiences in the revolution in Milan in 1848, when the Austrian troops withdrew in March 1848 only to reassert their control in August of the same year. Answers will not only discuss the strengths of the source but also its limitations. The source has several important limitations. Despite the significant role played by Pallavicino in the unrest in Milan in 1848, this source represents the views of only one man. Moreover, his experience of the events in Milan in 1848–1849 is not necessarily representative of the other Italian states where quite different conclusions may be drawn about the reasons for the failure of the revolutions. Another plausible limitation of the source is that some of the nuances in Pallavicino’s letter may have been lost in translation. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which divisions among the supporters of the revolutions in the Italian states were responsible for their failure in 1848–1849.

This question targets AO1(b): the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements; and **AO2:** 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]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

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.

AO2(a):

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

AO2(b):

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

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)

AO1(b):

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 reasons for the collapse of the revolutions in the Italian states in 1848–1849. There will be frequent lapses in meaning due to shortcomings in legibility and grammar with some defects in organisation and little specialist vocabulary.

AO2(a):

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, Pallavicino argues that a lack of military power was the key factor in the failure of the revolutions in Italy in 1848–1849; Source 2 indicates that the leaders of the revolution in Venice had little sympathy with the aspirations of the workers and craftsmen who had played an important role in the initial

success of the unrest, while Source 3 underlines that the leaders of the revolutions in northern Italy had quite different aims to their counterparts in the south.

AO2(b):

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 from one of the leaders of the revolutions in Italy about the reasons for their failure or outline the views of an historian about the events in the Italian states in 1848.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)

AO1(b):

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 the extent to which divisions among the supporters of the revolutionary movement in the Italian states contributed to its failure. While the revolutions were led by educated and professional groups such as journalists and lawyers, their initial success depended heavily on support from artisans, craftsmen and workers. However, these groups did not support the revolts because they wanted a united Italy but because of economic considerations. The peasants often supported the revolutions because of their hostility to the local landowner. However, the revolutionary leaders were themselves also divided. The revolutionaries in Milan were divided between a conservative group which supported union with Sardinia and a more radical group led by Carlo Cattaneo. Answers at this level will begin to assess some of the other reasons for the failure of the revolutions in Italy in 1848–1849. They may discuss the role of Pope Pius IX in the demise of the revolutionary movement. They may also assess the recovery of the counter-revolutionary forces. The strength of the Austrian army was an important factor, in particular its superior leadership over its opponents in Italy. This was illustrated by Radetzky's victory over the army of Charles Albert at Custoza on 25 July 1848. 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.

AO2(a):

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. In Source 1 Giorgio Pallavicino, an active participant in the revolution in Milan, underlines that the uprisings in 1848 failed because they lacked the military strength required to gain a permanent victory. Gustavo Modena's public notice in Venice in March 1848 illustrates the gulf between the aims of the revolutionary leaders and the workers who supported them on the streets. Modena

underlined his hostility to communism and stressed that “there will be no government from the streets”. Source 3 presents a more balanced view of the reasons for the failure of the revolutions in Italy in 1848–1849. Clark draws attention to the divisions among the revolutionaries in northern Italy and also points to a fundamental difference in the aims of the revolutionary leaders in Northern and Southern Italy. Source 3 also emphasises that the divisions among the revolutionaries were hardly surprising since support for the uprisings was often based on local issues rather than regional or national grievances.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of this subject. Answers at this level may refer to Gustavo Modena’s public notice in Venice on 29 March (Source 2) which reveals the divisions between the revolutionary leaders and the rank and file. The historian Martin Clark (Source 3) reinforces the notion of divisions by drawing attention to the different aims of the revolutions in the various states. However, Source 1, a retrospective assessment of the reasons for the failure of the revolts by one of their leaders, puts forward the view that lack of military power was the key reason for the failure of the revolutions in Italy in 1848–1849.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)

AO1(b):

KNOWLEDGE ([10]–[12]): Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers at this level are likely to present a comprehensive assessment of the extent to which divisions among the supporters of the revolutions in the Italian states in 1848 were responsible for their failure. They may, for example, focus in greater depth on the different aims and aspirations of those who rebelled. While the revolts in Northern Italy were prompted by a desire to eject the Austrians, the revolutionaries in Venice aimed to establish a republic. Similarly, Piedmont, under the leadership of Charles Albert, was primarily concerned with Piedmontese expansionism rather than Italian unity. Responses may focus more on the contribution of Pope Pius IX to the failure of the revolutions. Although the Pope was viewed as a national leader by many Italians because of his apparently liberal and nationalist sentiments, he abandoned the cause he initially inspired because he was unwilling to lead Italy against Austria, another Catholic state. 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.

AO2(a):

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 the extent to which divisions among the supporters of the revolutions in Italy were responsible for their failure in 1848–1849. Answers may argue that divisions among the revolutionaries played a key role in the demise of the revolutions. For example, while “most revolutionaries in Northern Italy wanted to get rid of the Austrians”, the liberals in Sicily and other southern states were rebelling against Naples rather than Vienna. As Source 2 implies, the grass roots support for the revolution in Venice was more radical than the revolutionary leaders. Similarly, Source 1 alludes to tensions between the different revolutionary groups, especially in regard to their attitude towards Sardinia-Piedmont. Source 3 develops this theme by suggesting that it was only the Genoese and Sardinians who “really wanted a united Italy” and their aspiration was simply to “reduce Piedmontese control of their territory”. At the same time, the sources also refer to several other factors which contributed to the failure of the revolutions. Source 1 mentions the absence of a strong army, Source 2 alludes to the economic grievances of the workers and craftsmen in Venice, while Source 3 refers to the demands of the peasantry.

AO2(b):

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 a range of factors, including the role of individuals such as Pope Pius IX and Charles Albert King of Sardinia–Piedmont and the strength of the counter-revolutionary forces. Answers may also refer to historians who emphasise that the grievances of the revolutionaries were frequently local in nature and this, in itself, prevented the emergence of a coherent, unified revolutionary movement. Answers may argue that the divisions within the revolutionary movement were very important because, even though the counter-revolutionary forces did eventually regain their nerve, they displayed vulnerability in 1848. After all, the police and army did not attempt to resist when in 1848 unarmed craftsmen erected barricades in Palermo, Venice, Rome and elsewhere. This suggests that the revolutionaries themselves bear a large degree of responsibility for the failure of the revolts. [35]

Option 4

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Option 5: Germany 1918–1945

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

- 1 (a) Explain the development of the Nazi Party from 1924 until the Wall Street Crash of October 1929.

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 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 reveal a superficial awareness of the development of the Nazi Party between 1924 and October 1929. 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 an understanding of the development of the Nazi Party between 1924 and October 1929 but with significant omissions. Responses may only discuss the adoption of parliamentary, legal tactics as the new Nazi strategy for attempting to get into power. After the failure of the 1923 Munich Putsch, Hitler changed the strategy of the party. An armed coup was no longer an appropriate tactic and the only way to succeed was to work within the Weimar Constitution and gain power by legal means. 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. Responses will reveal a competent awareness of the development of the Nazi Party between 1924 and October 1929. The adoption of a legal strategy necessitated the creation of a national party structure geared to gaining success in elections. At the Bamberg Party Conference in 1926 Hitler re-established a degree of unity within the Party and mobilised sufficient

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support to re-establish his supremacy. A reorganisation of the party structure followed. 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*, who then had responsibility for creating district and branch groups. Responses may omit to discuss the contributions of Strasser and Goebbels. 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 reveal a comprehensive awareness of the development of the Nazi Party between 1924 and October 1929. Gregor Strasser was mainly responsible for building up an efficient Party structure and this was reflected in an increasing Party membership of 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. Joseph Goebbels increased support for the party in Berlin and showed a real interest in propaganda and created the newspaper *Der Angriff* (The Attack). The Nazi Party had been revitalised. It was no longer a small provincial party in Bavaria but had become a national party with an effective political machine. Despite the disappointing performance in the 1928 Reichstag election, significant gains were made in regional state elections in 1929. 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 impact of Nazi policies on young people in the period 1933–1939.

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 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 the impact of Nazi policies towards young people in the period 1933–1939. 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 concerning the impact of Nazi policies on young people in the period 1933–1939 but with significant omissions. For example, they may discuss Nazi youth movements such as the German Youth and Hitler Youth (HJ), but fail to mention Nazi youth movements for girls. 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 may reveal a competent awareness of Nazi policies towards young people in terms of Nazi youth movements but omit to discuss sufficiently the impact of Nazi education policies. Alternatively, they may display a competent awareness of the impact of Nazi education on young people but fail to discuss Nazi youth movements. Nazi youth movements for males involved the German Youth for boys aged between 10 and 14 and the Hitler Youth (HJ) for male teenagers between 14 and 18. All other youth organisations, except those linked to the Catholic Church, were either banned or taken over. Membership of the Hitler Youth was made compulsory in 1939. There was constant political indoctrination and physical activity. Boys were prepared for their future role as warriors. The opportunity to participate in sports and camping trips away from home made the Hitler Youth attractive to millions of German boys. The Nazi emphasis on struggle, sacrifice, loyalty and discipline became accepted as the norm. Nazi youth movements for girls involved the Young Girls for girls aged between 10 and 14 and the League of German Girls (BDM) for female teenagers between 14 and 18. These organisations prepared girls for their future role as housewives and mothers. Girls were taught to be healthy and to be fit for their future role as childbearers. There was also political education. Racial awareness was an important element of the indoctrination. 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 reveal a comprehensive awareness of the impact of Nazi policies on young people in the period 1933–1939. The Nazis used two major institutions to try to indoctrinate young people, youth groups and the school system, and both these issues must be discussed in order to achieve a Level 4 mark. The Nazi strategy on education had a number of strands. Initially it aimed to exercise greater control over the schools. Regulations were issued co-ordinating teachers. To ensure that all teachers followed the party line, they were pressurised into joining the National Socialist Teachers' League. By 1937, 97% had done so. The other major strategy was to change the curriculum. Nazi ideas were incorporated into subjects such as biology and history and there was great emphasis on physical exercise. There was also a move away from co-educational schools to ensure that the different sexes received an appropriate education. Candidates may refer to the existence of deviant groups such as the Swing Youth and the Edelweiss Pirates before 1939 to illustrate that a minority rebelled against Nazi policies towards young people. 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 circumstances that led to the collapse of Müller's government in March 1930?

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 of the initial difficulties the Müller coalition government was having in tackling the economic crisis as inter-party disputes within the coalition government arose over the best solutions to the economic problems.

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 is an official, impartial, accurate record by a civil servant of the discussions that the Chancellor had with the leaders of the parties in his coalition government at a particular time during the economic crisis. The motive of the author was to produce an accurate summary of the discussions that took place. Despite having a majority in the Reichstag, Müller's government was struggling to find an agreed legislative basis from which to tackle the economic crisis. The SPD and the DDP were not prepared to support the government's emergency measures, although the Centre Party was, providing the other parties agreed. The source is an early indication of the deadlock that this last majority Weimar coalition government was going to experience.

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. The source has several limitations. For example, since the date of the source is a few months before the collapse of the Müller coalition government in March 1930, it does not inform the historian of the specific circumstances that led to the collapse of the government in the intervening months. In addition, the content of the source does not reveal the particular aspects of the proposed financial programme that were causing the parties to disagree. From their contextual knowledge candidates may be able to provide a greater insight into the situation that led to the collapse of Müller's government in March 1930. Unemployment was increasing and the government was finding it increasingly difficult to balance its budget. Early in 1930 the government proposed raising the contributions for unemployment insurance but it was becoming more and more difficult for it to put together a financial package that would secure the agreement of all coalition partners. In March 1930 Müller resigned when President Hindenburg refused to use Article 48 to support his government. This was to be the last coalition government with a working majority in the Reichstag. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess to what extent the decline of the Weimar Republic in the period from 1930 until 30 January 1933 was due to the impact of the depression which began in October 1929.

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]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)**AO1(b):**

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 last phase of the Weimar Republic 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.

AO2(a):

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 decline of the Weimar Republic was due to the consequences of the depression.

AO2(b):

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

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)**AO1(b):**

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 account of the decline of the Weimar Republic concentrating on the impact of the economic depression. American loans and investments were withdrawn, while there was a general decline in world trade. The depression brought economic and political instability to the Weimar Republic and was one of the main reasons why the Nazis became the largest political party by the summer of 1932, the year in which unemployment peaked at 6 million. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2(a):

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content. For example, Source 1 shows the origins of the deadlock that was going to occur in Müller's coalition government over the financial programme. Source 2 reveals many of the economic consequences of the depression by the summer of 1932. Source 3 refers to a range of factors which contributed to the decline of the Weimar Republic in the period 1930–1933.

AO2(b):

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

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)**AO1(b):**

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. There may be a more detailed account of the decline of the Weimar Republic between 1930 and 1933. Answers at this level will provide more detailed evidence to illustrate the economic impact of the depression, referring perhaps to the closure of five major banks between 1930 and 1932 and the bankruptcy of 50 000 businesses in Germany during the same period. Candidates may also discuss the political impact of the depression, noting that the Nazis became the largest political party by the summer of 1932 with 37% of the popular vote and 230 seats in the Reichstag. The Nazis had a broad cross-section of the electorate: predominantly Protestant, rural and lower middle class, but also including elements of the professional middle class and even a minority of the working class. Factors that led to this electoral breakthrough included: Nazi propaganda via the media and rallies highlighting anti-Weimar, anti-Versailles and anti-Communist attitudes to gain electoral support, and the appeal of Hitler as a charismatic public speaker and as a strong leader who could bring about an economic recovery. In January 1933 right-wing politicians believed they could use the Nazis' popular support to channel the political system in a more authoritarian direction and that Hitler could be controlled by President Hindenburg and Vice-Chancellor von Papen. 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.

AO2(a):

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 shows that Reich Chancellor Hermann Müller had failed to achieve consensus among the coalition partners in his government about the measures to be introduced to combat the growing economic crisis Germany was facing as a result of the depression. Source 2, a speech by the Reich Chancellor Franz von Papen in mid-1932, illustrates the severity of the economic situation in Germany some two and a half years later. Source 3 provides a retrospective view of the reasons for the decline of the Weimar Republic from 1930 onwards, referring not only to the economic depression but also the manner in which Chancellor Brüning came to power in March 1930 and the way he governed Germany until May 1932.

AO2(b):

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 the depression in the last phase of the Weimar Republic (1930–1933).

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)**AO1(b):**

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 decline of the Weimar Republic in the period 1930–1933. The onset of the depression coincided with a sharp rise in support not just for the Nazi Party (NSDAP) but also the German Communist Party (KPD). In the towns and cities, poor housing, severe food shortages and, above all, high unemployment led to increased support for parties seeking to destroy the Weimar Republic, and the NSDAP also benefited electorally from the acute economic distress. 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, as did his promise of strong government and a restoration of Germany's national pride. Many industrialists, businessmen and large landowners supported the Nazis because they saw them as protection from the Communist threat. The NSDAP was able to project its slogans at mass rallies through an effective propaganda machine established by Goebbels. Answers may refer to the ways in which the Weimar Constitution contributed to the decline of the Weimar Republic in the period 1930–1933. The system of proportional representation encouraged the growth of a large number of political parties which were often unwilling to work together at times of national crisis. As a result, Weimar Germany was ruled by a succession of unstable coalition governments and the fall of Müller's Government in March 1930 was due to disagreements among the coalition partners over measures to combat the economic crisis. President Hindenburg also played a key role in the decline of the Weimar Republic. By allowing successive chancellors to dissolve parliament and rule by emergency decrees under Article 48 of the constitution, Hindenburg accustomed the German people to "authoritarian" government and thus paved the way for the rise of the Nazis. Answers should also discuss the political intrigues involving right-wing conservative politicians, particularly von Schleicher and von Papen, which accelerated the decline of the Weimar Republic and eventually persuaded Hindenburg to appoint Hitler as Chancellor on 30 January 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 is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2(a):

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 that, in the immediate aftermath of the depression, Müller’s coalition government was finding it difficult to agree a financial programme. Ultimately, this was the immediate reason why this last coalition government with a majority in the Reichstag collapsed in March 1930. Source 2 can be utilised to reveal many of the economic problems Germany was facing in 1932 due to the impact of the depression. In his speech von Papen reveals that, as a result of the economic crisis, Germany was experiencing higher unemployment than any other country due to at least 25% of the potential work force being unemployed and that this was a drain on public funds. The German people were also experiencing high interest rates and increased taxation. Germany also had foreign debts, while the German Federal Bank had hardly any financial reserves left. Source 3 should provide candidates with stimulus material to discuss the impact of the depression, the significance of Brüning’s rule under Article 48 as the start of authoritarian rule and the increasing electoral support for the Nazis as an indication of the disillusionment of a significant proportion of the electorate with parliamentary rule between 1930 and 1933.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers could react to the implications of the statements by Layton in Source 3 in relation to the decline of the Weimar Republic between 1930 and 1933. They can concur with Layton’s views, qualify them, or disagree with them. It is more important that they debate the issues, consider evidence and substantiate a relevant line of argument. Layton not only gives some credibility to the proposition in the question by stressing the significance of the impact of the depression, but also highlights the importance of the beginning of presidential government after Brüning’s appointment in 1930 as a turning point. Democratic parliamentary government was being replaced with a form of authoritarian rule with the use of Article 48 by President Hindenburg. Once the Nazis became the largest party in the Reichstag in July 1932, Layton suggests that it was apparent that democracy would not survive. Other historians would qualify this interpretation by suggesting that, although a form of authoritarian government looked inevitable from von Papen’s Chancellorship in the summer of 1932, a Nazi form of authoritarian government was not inevitable at this stage.

[35]

Option 5**Total**

48

60

60