



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2013**

History

Assessment Unit AS 1

[AH111]

WEDNESDAY 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 how some groups and individuals opposed Henry VIII's religious policies in the period 1520–1547.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically mention some general areas of opposition to Henry VIII's religious policies such as opposition from some of the general public or from within the Church. They may also mention opposition to Henry VIII's religious policies but fail to mention specific groups or individuals. 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 comment on individuals or groups of opposition within the Church such as some of the clergy or monastic institutions. They may mention the Observant Franciscans and Carthusians and their dislike of the changes to the Catholic Church. They became one of the first casualties of the dissolution of the monasteries. Answers may comment on how the Pilgrimage of Grace openly rebelled against the dissolution. Candidates may fail to mention other groups or individuals who opposed change. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of individuals and groups who opposed religious change. In addition to the Observant Franciscans and Carthusians who openly opposed the break with Rome, answers

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may also mention how individuals such as Thomas More opposed Henry VIII's religious policies. He was uncomfortable about divorce and the issue of Royal Supremacy and resigned after the Submission of the clergy. They may also refer to John Fisher, the Bishop of Rochester, who was accused of being a supporter of Holy Maid of Kent. He also expressed his opposition by refusing the Oath of Supremacy. Candidates may mention the Holy Maid of Kent, Elizabeth Barton, who spoke out against Henry's marriage to Anne Boleyn. She was executed in 1534. They may also mention the Pilgrimage of Grace whose participants were against the dissolution of the monasteries and reformation. They became defenders of the old religion and martyrs to Catholicism. Candidates may also mention that there was also some opposition within the Royal Court. 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 how various groups and individuals opposed religious change. They may refer to those within Court, within the Church and the general public which culminated in the Pilgrimage of Grace. The main areas of opposition occurred due to the divorce and the Act of Royal Supremacy. Those who opposed Henry's religious policies could not accept the attack on the Catholic Church. The Pilgrimage of Grace shows how some of the people expressed their opposition through rebellion. However, they may also mention that opposition was minimal considering the changes Henry VIII made. Most followed the example of their superiors and most of the gentry were easily persuaded to accept change through the purchase of land. The Pilgrimage of Grace was a small rebellion which was easily put down. After this few openly opposed Henry's religious changes. 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 reasons for the rebellions of 1549.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically produce a narrative account of the rebellions of 1549. There will be little reference to the reasons for these rebellions. 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 may refer to the religious causes of the rebellions. For example, they may mention that the Western Rebellion was also known as the Prayer Book Rebellion. The rebels in Cornwall were unhappy with the religious changes under Somerset and wished to see a return to the old religion. They may also mention that both rebellions occurred due to Somerset's unpopularity and 1549 was known as the year of the "Many Headed Monster". Answers may deal with one rebellion but fail to mention both. 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 causes. For example, in Cornwall the people were unhappy about the new religious policies and desired a return to the old religion and the re-introduction of 6 Articles. There were also fears about what would be reformed next; they feared further attacks on church property and many rumours were in circulation. The Kett rebellion had little to do with religion as most of the rebels supported the new Prayer Book. It had more to do with social causes and anti-enclosure riots. It appeared to be a feast which got a little out of hand. Neither rebellion was opposing the King but both were seen as direct opposition to Somerset and his rule. 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 religious, political, economical and social causes of the rebellions. On the surface, the Western Rebellion was due to religious changes and the unpopularity of Somerset. The Kett rebellion appears to be an anti-enclosure riot which spontaneously developed into a rebellion. However, there were other factors involved in these rebellions. In Cornwall there was much concern about further government interference and the need to preserve the traditions of Cornwall. Both areas involved in the rebellions faced economic hardship. Unemployment was on the increase and inflation was high. Rebels involved in both rebellions were unhappy about enclosures and concerned about increased taxation. Economic and social discontent had gradually been growing throughout the Tudor years. 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 a historian studying the response to Mary I's religious policies in the period 1553–1558?

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. For example, this source was written by Simon Renard, the Spanish Ambassador in England at the time. He states that many Londoners were unhappy with Mary's policy of persecution. He claims that the people of London were unhappy with the public burning of Protestants. Some express their sadness through weeping and prayers. Others threaten the Bishops. He urges Philip to proceed cautiously and only carry out punishment if necessary. He fears that these persecutions could threaten Philip and Queen Mary.

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 content of the source expresses some public concern regarding Mary I's enforcement of her religious policies and her persecutions. Renard is an eyewitness and a useful commentator on events as he is Spanish. It is a private letter and he is reporting to Philip, the future Spanish King, and, at this time, Mary's husband. By 1555 Mary's religious policies have been in force for a while, so this is not just an immediate response to her policies. The purpose of this letter is to warn Philip what might occur if they do not proceed with caution. The tone expresses caution, concern and fear. It infers that, if Mary continues with these persecutions, both Mary and Philip could face attack.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. Renard is a useful commentator on events not only because he is Spanish but because of his close working relationship with Mary. Mary relied heavily on him for advice and guidance. As she withdrew from her English advisors, she became more dependent on him. Their relationship developed as they worked together on securing the Spanish marriage. Philip, by 1555, was aware of the English opposition to him and Spain which was publicly expressed in Wyatt's Rebellion, yet he continued to support Mary's aim of securing the return of Catholicism. By 1555 he had grown tired of his wife but saw the benefits of England's support for Spain. Mary's public burnings were of great concern. She believed that they would eradicate the Protestant movement, but they had the opposite effect. Mary's persecution drove Protestantism underground and the burnings created martyrs. This helped to establish the image of "Bloody Mary" so eloquently expressed in Foxe's *Book of Martyrs* written during Elizabeth I's reign. The source has a number of limitations. Renard is close to Mary but is out of touch with the people of England. Like Mary, he had little contact with the people of London and preferred the company of the Spanish. Here he is highlighting opposition to Mary's religious policies regarding one execution. Most of the people showed apathy towards religious change and the burnings did not interest them. The source relates to London in 1555 and is not necessarily a true representation of the views of the population in the rest of England. There was much opposition towards Philip and perhaps he was in danger. However, this had more to do with him being Spanish than the burning of heretics. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess to what extent Mary I's religious policies were successful in the period 1553–1558.

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, the answer may give a partial account of Mary I's religious policies. This may largely focus on the persecutions and the results of this policy. 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.

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 the failings of Mary I's religious policies and the extent to which they were successful. The answer may focus on Mary's persecutions. There will be frequent lapses of 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. For example, Source 1 reveals the reaction to the public burnings in London and how unpopular persecution was. Source 2 implies that, on the surface, it appeared that the majority of people in England had accepted Mary's religious policies yet much of this acceptance was due to fear. Source 3 reveals that Protestantism was not eliminated.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, reference may be made to contemporary comments on the reaction to public burnings.

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 many aspects of Mary's religious policies proved unsuccessful. Protestantism remained, and, instead of eliminating it, she drove it underground and abroad. This strengthened the commitment to Protestantism. Many were executed and became martyrs to Protestantism. Once Mary died, Elizabeth was able to re-establish Protestantism within England. Answers may make reference to some successes. Papal Supremacy was firmly established and all Edwardian legislation was repealed. 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 provides an eyewitness account of the response to a public execution. There is much discontent and many remain determined to stay loyal to Protestantism. Source 2 outlines that England may appear Catholic but this is due to fear and not a commitment to the old religion. Protestantism is still present, though not in public. Source 3 claims that Mary's religious policies were a partial success. Catholicism was restored but Mary's death marked the end of Catholicism.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, answers may refer to the Protestant movement abroad and may also make reference to Mary's later reputation as "Bloody Mary".

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 and balanced assessment of Mary's religious policies. Answers may refer to some of the failings of her policies such as the burnings and the creation of martyrs. They may make specific reference to Bishops Latimer and Ridley. Answers may also refer to the strength given to Protestantism because of Mary's policies. At home a strong and committed underground church was established, while Protestantism was strengthened abroad due to the new reforming ideas in Europe. On the surface Mary returned the English church to Catholicism but in reality that could never be achieved. Land could never be returned back to the Church as too many of the gentry had benefited from the dissolution of the monasteries. Mary's reputation was tarnished forever because of her religious policies. However, during her reign Mary did re-establish Catholicism. The Pope returned to his position as Papal Head of the Church. All Edwardian legislation was repealed and the ceremony and tradition of the Catholic Church was re-established. When Elizabeth came to the throne she did establish a Protestant Church but much compromise was given to her Catholic population, a legacy of Mary's reign. Catholicism became a threat to Elizabeth and could never be eradicated. Mary did make some badly needed adjustments to the English Church. She attempted to improve the quality and education of the clergy. 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. Source 3 could be utilised to provide stimulus material for candidates discussing the strengths and weaknesses of Mary's religious policies. Although they could not be called a complete success, they were partially successful considering that her reign only lasted five years. The speed and frequency of public burnings decreased and religious enthusiasm increased. Mary's policies were halted not because of their unpopularity but because of Mary's death. Source 2 makes reference to the question of land. It implies that many were more concerned about the loss of land rather than religious doctrine. Source 1 gives an eyewitness account of the reaction to a public execution. It implies that there is tension within England and this could be directed towards Mary and Philip. Philip was unpopular but this had much to do with him being Spanish rather than his religious conviction.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Many contemporaries believed that Mary's policies were unsuccessful. Even those within the Catholic Church urged her to proceed with caution. Spain was in favour of reform but it too was concerned about Mary's zeal and passion. Candidates may refer to Source 1 to highlight this. During Elizabeth's reign, her reputation was further tarnished by Protestant propaganda such as Foxe's Book of Martyrs. Mary became known as "Bloody Mary". Later historians regarded Mary's reign as a disaster and part of a mid-Tudor crisis. Her reign achieved nothing and her religious policies only tarnished her reputation further. This interpretation has been revised and many now believe that Mary I has been harshly judged.

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Option 2: England 1603–1649

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

- 1 (a) Explain the impact of James I's policies toward the Puritans in the period 1603–1625.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some vague and superficial remarks about the impact of James I's policies towards Puritans. Answers at this level will be inaccurate or demonstrate superficial understanding. The 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 better informed and provide some details of the impact of James I's policies towards Puritans. His attempt to engage with Puritans at the Hampton Court Conference, or his contempt for extremist Puritans may be noted. 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 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 give a balanced, substantiated understanding of the impact of James I's policies towards the Puritans. While he had contempt for extremists, James I was anxious to reassure moderate Puritans, whose Calvinist outlook he shared. Answers may note some of the concessions made at Hampton Court, as well as Puritan approval of James's appointment both of Archbishop Abbot and of Calvinist delegates to the Synod of Dort. However, James also made decisions which appalled the Puritans, such as the publication of the Book of Sports. 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.

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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 impact of James I's policies towards the Puritans, observing perhaps that he was ambivalent towards them. He rejected many of their key beliefs but was anxious to maintain the unity of the Church. It is for this reason that he sometimes risked alienating Puritans so as to accommodate the Anglican mainstream. He also permitted Archbishop Bancroft to harass intransigent Puritan clergy who refused to acknowledge the Book of Common Prayer. Answers will show awareness that James's concessions to the Puritans were small, but sufficient to prevent their wholesale secession from the Church. Good answers may also note James's increasing support for Arminian clergy in the latter years of his reign – a shift which did begin to alienate Puritans. 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 methods used by Charles I to raise finance during the period of his Personal Rule between 1629 and 1640.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate and provide a superficial explanation of Charles I's financial policies in the period. The 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 methods used by Charles I to raise finance in the period 1629–1640. He struggled to pay for his wars and resorted to collecting Forced Loans and selling monopolies. During the Personal Rule, he used a variety of methods to supplement royal income, including the levying of Ship Money. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will be more detailed and show greater understanding of the methods used by Charles I to raise income. The subsidies granted by parliament between 1625 and 1629 were wholly inadequate, forcing Charles to seek other revenue streams. These, while successful in generating income, provoked widespread criticism. During the Personal Rule, a variety of new levies and taxes were used to enhance Charles's financial position. In particular, knighthood fines, forest fines and Ship Money were widely exploited. 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 demonstrate an understanding that Charles's policies, particularly after 1629, were designed to make him financially independent of parliament and were often of dubious legality. The "fiscal feudalism" of the Personal Rule was novel in its application of precedent but succeeded in generating an adequate income for the King. Ship Money, in particular, was successfully levied across the entire country, although rates of payment began to decline after the outbreak of hostilities in Scotland. Some answers may note that Charles's policies were challenged, or may give attention to the role played by advisers such as Weston, Laud and Cottington in designing the methods used by Charles I to raise finance during the period of his Personal Rule. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the attitude of MPs towards Charles I in 1648?

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 some MPs believed that "Parliament ought to put the King on trial".

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 some of the reasons used by MPs to justify a trial. It also suggests that they believed they had public support – “The people, they believed, expected this from them.” Candidates may also point out that the views of MPs had been influenced by Cromwell and the New Model Army.

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 high-ranking contemporary of Charles I’s who would have had some insight into the attitude of the King’s enemies. His analysis would have been informed by conversations with other senior figures in political life and so may be expected to be reasonably accurate. Answers may also suggest that the delay between the execution and production of the source may have given time for passions to cool, making the source more objective. Clarendon reveals that MPs had a variety of motives. Charles was responsible for the “miseries and difficulties” faced by England. In addition, the experience of the war had convinced the army leaders that England “might be very easily governed without a King”. Finally, Clarendon informs the reader that the majority of MPs accepted the arguments set out in the source.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. The source has some limitations. It was written by a royalist supporter of Charles I who may not have fully understood the motives of MPs or been privy to their discussions. Clarendon makes his own view of Parliament’s proceedings apparent – he refers to the MPs’ arguments as “horrific” – which may suggest that the source lacks objectivity. Clarendon’s knowledge might not be based on first-hand testimony. Some answers may argue that the source is a public document, which detracts further from its reliability, as Clarendon may not have felt able to be frank in such a context, or may have been trying to vindicate his own and the King’s actions in 1648. Candidates may also point out that, as the source describes events in Parliament after Pride’s purge, it does not reflect the views of MPs who were barred from entry. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which the religious beliefs of the New Model Army led to the execution of Charles I in 1649.

This question targets AO1(b) and AO2: 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.

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 may comment on the fact that religious extremism did play a role in motivating members of the army. 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 Charles I was executed for religious reasons.

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 religious beliefs of Cromwell and other members of the New Model Army. Reference may be made to their belief in religious freedom or to their designation of Charles I as a “man of blood”. 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 Charles I was executed for pragmatic reasons and because the people expected it. In Source 2, Allen reveals that the New Model Army believed that executing Charles was a religious duty. Source 3 gives a wide range of reasons for Charles I's execution.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, Charles I's belief in his divine right made it difficult to negotiate with him.

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 religious belief played a crucial role in motivating the New Model Army to demand the trial and execution of the King. Its members were convinced that God had rejected Charles and they had a duty to hold him to account. Cromwell and Ireton were also opposed to any attempt by Charles to restore an intolerant national church, preferring instead to grant religious toleration, which Charles opposed. The Army was, however, also motivated by political ideas, many of them inspired by the Levellers. Charles's stubborn refusal to negotiate in good faith, and his involvement in the Second Civil War were also crucial contributing factors. 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 role of Parliament in the execution of the King, but this parliament had been purged by the Army. Source 2 reveals the religious fervour of the rank and file but also claims that the army made a "joint decision" to hold the King to account. Source 3 suggests that "practical reasons" were more important than religious belief in explaining Cromwell's support for the execution. Hirst also emphasises the importance of the experience of war in radicalising Englishmen.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, the views of the Levellers and MPs may be discussed.

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 reasons for Charles I's execution. Parliament played a role in radicalising the army, as its decision to disband the army without pay triggered the army's intervention in negotiations with the King. The Levellers also helped to spread radical political ideas amongst the rank and file, which were discussed at Putney in 1648. Finally, the actions of Charles I helped to make his execution possible. Good answers will point out that he had several opportunities to reach a settlement that would have saved both his life and his crown. 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 joint role of both the army and parliament, although it makes no reference to the army's religious motives. In Source 2, Allen reveals that the army's decision to execute the King came only in 1648, and suggests that religious fervour was a factor in this change of mind. Good answers will point out that Charles's decision to fight a Second Civil War provided the context for the Windsor Prayer Meeting described by Allen. Source 3 acknowledges that the religious radicalism of some individuals was an important cause of the King's execution. However, with reference to Cromwell, a senior army officer, Hirst stresses the "practical reasons" for the trial and execution.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinions to illustrate the failure of his financial policies. Contemporary opinion could be ascribed to the King, any Member of Parliament, an army officer, Leveller or religious leader. Answers may exploit the content of Source 3 to explain the interpretation that religious beliefs alone cannot explain the decision to execute Charles I. Later interpretations may take the form of historians' opinions on the New Model Army or on Charles's behaviour after 1646. Candidates should provide interpretations by way of appropriate comments which attempt to assess the extent to which the religious radicalism of the New Model Army is sufficient to explain the trial and execution of Charles I. 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.

[35]

48

Option 2**60**

Option 3: England 1815–1868

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

- 1 (a)** Explain why revolution did not occur 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 and communicate knowledge and understanding of history in a clear and effective manner, **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgement **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level 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 be vague about the revolutionary threat in England. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation 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 a limited account of why no revolution occurred in England in the period 1815–1820. For example, much of the unrest was promoted by economic grievances and social problems, rather than the political motive to overthrow the existing order. 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 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 a wider range of reasons why revolution did not occur in this period. Much of the popular protest which dominated the period 1815–1820 was essentially “traditional”, i.e. non-political activity. Luddism, for example, was a response to the impact of new machines rather than part of a serious political threat against the government. Well publicised expressions of unrest such as Spa Fields were quite peaceful and legitimate, only to be taken over by a tiny group of extremists who took the law into their own hands. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation or grammar; at times the style of writing will be appropriate; there will be good organisation with some specialist vocabulary.

AVAILABLE
MARKS

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 address the range of reasons which militated against revolution. There was no unity among radicals regarding the use of force or following the path of non-violence. Regional differences, rivalries among leaders, the lack of arms and absence of any support base in the capital, London, all acted as obstacles against those who were inclined to the revolutionary path. The firm and appropriate response of government such as The Six Acts and suspension of habeas corpus also explains why there was no revolutionary outbreak. Troops were placed in areas such as the North of England and the East Midlands where the threat appeared to be the most potent. Moreover, the measured nature of government actions was indicative of how limited the threat of revolution actually was. For example, the aforementioned legislation was used sparingly and only temporarily. Additionally, the government felt confident enough to introduce social reforms such as the Truck Act and a Factory Act. Answers at this level will be consistently characterised by clarity of meaning through legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation with appropriate use of specialist vocabulary. [12]

- (b) Explain how the Whig governments responded to the social and economic problems England faced in the period 1833–1841.

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

Level 1 ([0]–[3])

Answers at this level 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 vague and superficial remarks about the Whig reforms. 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 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 answers contain some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the Whig reforms such as the Education Act of 1833, the Factory Act of 1833 and Poor Law Reform of 1834. 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 will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will describe in greater detail some of the social and economic reforms of the Whigs. They may add to those mentioned in Level 2 and include additional comment on other key reforms. For example, the Municipal Corporations Act in 1835 aimed to improve local government. The Rural Police Act in 1839 established local police forces with Home Office approval. Regarding reforms to the economy, the Limited Liabilities Company Act in 1836 encouraged private investment by private investors through the concept of “limited liability”. 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 a wide range of Whig social and economic reforms. Religious reforms such as the Marriage Act and Pluralities Act were passed. The Penny Post in 1840 can be interpreted as either a social or economic reform. Regarding the economy, the Whigs failed to reduce the budget deficits they faced after 1837. They failed to produce anyone with the skill of Peel to deal with the nation’s finances. Answers at this level will be consistently characterised by clarity of meaning through legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation with appropriate use of specialist vocabulary. [12]

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the problems which the Conservative Party faced in the period 1846–1865?

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 raised by the question. For example, they may refer to some of Peel’s criticisms of his party colleagues.

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 Peel has resigned following differences with his colleagues over the Corn Laws. He is determined to “never again resume office”, which may be interpreted as his resolve never to occupy prominent positions in politics or to retire to backbench life thereafter.

Level 3 ([7]–[9])

Answers will utilise the content of 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, audience and tone. For example, the author is Peel, the foremost Conservative politician for the previous twenty years, so he is well placed to reflect upon the affairs of the Party. His reflections in the opening sentences suggest that he is almost relieved that his tenureship as Prime Minister has ended. His subsequent comments reveal undisguised contempt for his Party colleagues, and a level of frankness which one associates with a letter to a close friend. The tone is reflective, disdainful, bitter and full of resolve as to his future intentions. The prime minister has resigned; the Party has split over the Corn Laws; Peel has no intention of resuming office, or of leading the Conservative Party, where the “head is directed by the tail”.

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 on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. It could be argued that its content is very limited in range. Written in 1846, Peel’s death came only four years later, leaving a gap for the period 1850–1865. While Peel’s analysis of the Party’s problems may have

some validity, the source merely hints at the fact that Peel himself was to contribute to the difficulties which the Party faced, at least in the short term, since he failed to provide any leadership in the years 1846–1850. The source fails to address why the Corn Laws were such an explosive issue, which undermined the Party for the remainder of the period. No reference is made to the failure of the Peelites and the Protectionist wing to engage in any worthwhile rapprochement. Many of the problems which faced the Conservative Party in the period after 1846 are left ignored by the source. For example, no mention is made of the loss of support from their most capable members, known as the “Peelites”, the role of Palmerston in ensuring Whig dominance or the impact of Disraeli. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which Peel and the Peelites were responsible for the problems facing the Conservative Party in the period 1846–1865.

This question targets AO1(b) and AO2: the candidate’s ability to demonstrate understanding of the past through explanations, analysis and arriving at substantiated judgements **AO1(b)** and the candidate’s ability, as part of an historical inquiry, to analyse and evaluate a range of appropriate source material with discrimination and in relation to 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, there is reference to the role of Peel in causing problems for the Conservative Party by his conduct in the period 1846–1850. 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 reasons for the problems facing the Conservatives. For example, Source 1 suggests that these problems lie within the Party itself, while Source 2 blames the absence of an adequate leader of Peel’s calibre.

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 the problems facing the Conservatives, perhaps focusing on the period 1846–1850. 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 provides evidence about the shortcomings of the Conservative Party: men who spend their time “eating, drinking, hunting, shooting and gambling.” Source 2 suggests a different perspective, namely that Peel was the source of unity and success. Once departed, dissent and disappointment will follow.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary or later interpretations on this subject. For example, there may be reference to Peel himself by leading members of the Protectionist wing of the Conservative Party.

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 or judgements are developed and substantiated. Answers may reflect on the role of Peel and the Peelites in weakening the Conservative Party. Peel refused to provide clear leadership or guidance in the period immediately after the Corn Law crisis. The Peelites, of whom Graham was a leading member, remained loyal to Peel, even after his untimely death in 1850. The Peelites were still committed to free trade, in keeping with Peel’s moves towards *laissez-faire* in his budgets in the 1840s. They sat as a distinct group in the House of Commons, operating almost as a small independent political party. As a consequence, they deprived the Party of the most capable and experienced political brains necessary to reunite and resume their traditional role as the party of government. Ideological differences over protection continued to be a barrier to any reunion with the main body of the Conservative Party. The presence of Disraeli on the Conservative front bench prolonged the atmosphere of estrangement with the Peelites, who loathed him for the role he played in the downfall of Robert Peel in 1846. Palmerson’s skilful foreign policy gave the Whigs a base of popularity which made it difficult for the

Conservative Party to counter. His “gunboat diplomacy” endeared him to the British public. 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.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis of contemporary **and** later interpretations of the subject. For example, there may be contemporary opinions from leading members of the protectionists, such as Derby, Bentinck or Disraeli. Historians’ interpretations could include opinions on the issues which troubled the Conservative Party, such as the Corn Laws and personalities.

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 clearly developed and substantiated. Top level answers will provide an assessment of the problems facing the Conservative Party, identifying the role of Peel and the Peelites, as well as a range of other factors.

Peel and the Peelites undoubtedly contributed to the problems of the Conservative Party in this period. In the period 1846–1850, Peel made no attempt to reunite the party and his inactivity hindered any remote prospect of party unity. Moreover, even after his death in 1850, Peel left a legacy: his loyal followers, the Peelites, refused to cooperate with those in the party who had brought down their much admired leader in 1846. The most able and articulate group within the “Conservative” ranks, the Peelites refrained from any sort of political liaison with their potential colleagues. A negative achievement of the Peelites was to keep the Conservatives out of power for most of this period. The Party leader, the Earl of Derby, who on three occasions led minority governments, made repeated but unsuccessful efforts to bring them back.

Ideological differences contributed to Conservative weakness in this period. Free trade continued to divide the party and added to the problems of reconciliation. The Peelites were absolutely committed to free trade and feared that Derby’s Conservatives, although never so resolutely Protectionist as their bitter debates of 1845–1846 suggested, were still not convinced of its benefits. In office as Chancellor of the Exchequer in 1852, Disraeli announced his conversion to free trade

policies. All but 40 Conservatives endorsed this change in policy. However, Peelites remained unconvinced of Conservative good faith on this most important of issues.

The role of Disraeli in Peel's downfall in 1846 added to the problems of the Conservative Party. Disraeli was the most capable member of the Conservative Party outside the Peelite circle, yet he was resented by Peel's supporters because of his social background and the fact that his rapid climb through the ranks of the Party had been so dependent on free trade, the issue on which they felt most strongly, and on which he had brought their leader down.

Palmerston, the leading figure in the Whig Party, added to Conservative difficulties by playing the role of a statesman perfectly in tune with the spirit of the times. Devoting his interests and energies to foreign affairs, Palmerston never relented from proclaiming Britain's greatness in the world. 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 some specialist vocabulary.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the inquiry and use this information to inform the response. Answers will explore the extent to which the sources support the proposition. Source 1 unsurprisingly blames the Conservative Party itself for the problems which lie ahead. Peel is highly critical of the political ability and calibre of the men he once led. He suggests that the party is directed by a tail, and those who are knowledgeable and capable at the top are overturned when a crisis arises. The fact that he is sharing these views with what will emerge as a member of the Peelites indicates how divided the Party will become after 1846. Source 2, from Graham, a key member of the Peelites, reinforces the view that the problems facing the Conservatives are entirely of their own making. He asserts that it was only through Peel's qualities of leadership that the party remained in office. He predicts – accurately – a period of *chaos, due to merging political combinations*. However, Source 3 provides a wider ranging and perhaps less partisan perspective on the Conservatives' problems. With the advantage of time and research, Murphy directs us to a variety of themes: differences over the Corn Laws, Disraeli, the role of the Peelites and the significance of Palmerston.

AO1(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis of contemporary **and** later interpretations of this subject.

Contemporary opinions could be noted from leading members of the Peelites, or the Protectionists, such as Disraeli, or members of the Whigs, such as Palmerston. **Later** interpretations may reflect on Murphy's comments about the problems facing the Conservatives. 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. [35]

Option 3AVAILABLE
MARKS

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60

Option 4: Unification of Italy and Germany 1815–1871

AVAILABLE
MARKS

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

- 1 (a) Explain how nationalist and liberal ideas developed in the Italian states between 1815 and 1848.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate and demonstrate a superficial understanding of how nationalist and liberal ideas developed in the Italian states between 1815 and 1848. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be more detailed and provide some coherent information about the development of nationalist and liberal ideas in the Italian states in the period 1815–1848. They may refer to the nationalist sentiments of men such as Giuseppe Mazzini, Vincenzo Gioberti and Pope Pius IX but their ideas will not be discussed in depth. There will be significant gaps and omissions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of factors. They may underline that nationalist and liberal ideas in “Italy” in the period 1815–1848 were closely interlinked. The main feature of Italian nationalism was the desire for independence and freedom from foreign rule rather than unity. After the Restoration, secret societies flourished in the Italian states and in 1820 there were some 300 000 of them. Many wanted to end foreign rule in Italy and also had liberal aspirations. Naples was briefly granted a constitution in 1820 but this was withdrawn after the intervention of the Austrians in 1821. At the same time, Charles Albert

briefly established constitutional government in Piedmont but this, too, was rescinded under pressure from Metternich. The failure of the revolts in Italy in 1830–1831 convinced Mazzini that the secret societies were incapable of bringing about revolution and Italian revolutionaries would receive no help from France. In October 1831 he therefore founded “Young Italy”, an organisation which promoted national aims, to be achieved through mass insurrection. Despite supporting the establishment of a republic, Mazzini was willing to accept a constitutional monarchy as an interim solution. For Mazzini the Papacy was the main enemy. In 1843 Vincenzo Gioberti, a priest from Piedmont, produced a programme for the unification of Italy. He proposed that, although the princes in the Italian states would retain their autonomy, they would unite in a Confederation under the Pope’s leadership. Pope Pius IX was influenced by Gioberti’s ideas and after his election in 1846 appeared to be liberal. He granted an amnesty to political prisoners and introduced freedom of the press. He also suggested the establishment of an Italian customs union similar to the German *Zollverein*. The Pope’s apparently liberal views prompted Leopold II of Tuscany and Charles Albert in Piedmont to introduce liberal measures. Answers may also refer to Camillo di Cavour because, although he did not become involved in politics until 1848, he was a very influential figure who jointly founded a liberal periodical called the *Risorgimento* in June 1847. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Answers at this level may underline that the importance of nationalist and liberal ideas increased in the 1830s and 1840s. Answers may discuss the role of historians and novelists in the Italian states in spreading nationalist ideas, as well as the role of the Italian language in promoting a national identity. Good answers may observe that these ideas were discussed by the intellectual elites and Mazzini’s vision of a unified Italy involved only educated groups such as lawyers, students and independent artisans. While he underlined the importance of universal suffrage, he had no time for the peasantry or urban masses. 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 why Piedmont played a leading role in the unification of Italy in the period 1848–1860.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner (**AO1a**) and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **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 demonstrate a superficial understanding of the role Piedmont played in the unification of Italy. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the role Piedmont played in the unification of Italy, referring perhaps to the importance of statesmen such as Camillo di Cavour and rulers such as King Charles Albert and King Victor Emmanuel II. 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. They may observe that Piedmont was the only Italian state where the Constitution granted by Charles Albert in March 1848 remained in force following the failure of the revolutions. In fact, Victor Emmanuel II reaffirmed the constitution when he became King in 1849. Another key factor was that the Government of Massimo d'Azeglio (1849–1852) operated the new democratic system effectively. However, the most important reason for the leading role of Piedmont in the unification process was undoubtedly Camillo di Cavour. Although he did not become involved in politics until 1848, he was a very influential figure from the beginning. In June 1847 he jointly founded a liberal periodical called the *Risorgimento*. Cavour's importance was at first mainly in the economic domain. In 1850 he was appointed Minister of Agriculture and Commerce and in 1851, Minister

of Finance. He drew up commercial treaties between Piedmont and Austria, as well as the German *Zollverein* (Customs Union), which reduced tariffs. This contributed decisively to the trebling of Piedmont's trade during the 1850s. He also gave subsidies to banks and railways and by 1859 Piedmont and Liguria had almost half of Italy's railway network. Although Cavour's policies left Piedmont with huge debts, its economy in 1860 was by far the most advanced in Italy. In the field of domestic policy, Cavour promoted unification by pursuing anticlerical policies and therefore reducing the influence of the Church, an important obstacle to unity because of its support for Austria. However, it was in the field of foreign policy that Cavour gained his greatest achievements and answers at this level may refer to some, but not all, of the following examples: Piedmont's involvement in the Crimean War, Cavour's secret treaty with Napoleon III at Plombières, the Italian War of 1859 against Austria, the Treaty of Turin (March 1860), Cavour's astute reaction to Garibaldi's expedition of 1087 volunteers and his diplomacy and military action regarding the Papal States. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Answers at this level may pay more attention to Cavour's domestic policies. In particular, he managed to gain the support of democrats during the 1850s. This group, including Mazzini, Cattaneo and Ferrari, was deeply divided but some of them such as Giorgio Pallavicino established the Italian National Society which not only declared itself in favour of Italian unification but also supported King Victor Emmanuel II and Piedmont. Its members included Giuseppe Garibaldi. Answers at this level may provide more examples of Cavour's diplomatic triumphs in foreign policy. They may observe his realisation, after the defeat of the revolutions in the Italian states in 1848–1849, that foreign help would be required to achieve the unification of Italy. In July 1858 Cavour held secret negotiations with Napoleon III at Plombières and it was agreed that France and Piedmont would wage war against Austria if the opportunity arose. This eventually occurred in April 1859. Napoleon III's troops won a series of military victories but, to Cavour's disgust, he became alarmed at the prospect of an escalation of the war, and signed an armistice with Austria on 8 July 1859. In the subsequent peace treaty Piedmont's only gain was a large part of Lombardy. As a result, Cavour resigned as Prime Minister. Nevertheless, his influence remained because, as agreed at Plombières, Piedmontese troops moved in when the Duchess-Regent of Parma and the Duke of Modena fled in June 1859. Tuscany was annexed to Piedmont in April 1859. 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 causes of the Austro-Prussian War in 1866?

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. William I, King of Prussia, is making a declaration to the Prussian people in which he blames Austria for the outbreak of the war.

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 is the King of Prussia who is explaining to his people why he has declared war on its archrival Austria. He is justifying his decision by placing responsibility for the outbreak of the war solely on Austria. According to William, Austria viewed Prussia "as a hostile rival" and aimed to "weaken and destroy Prussia". The King's statement implies that the immediate cause of the war was the Schleswig-Holstein question, arguing that he had offered "the hand of friendship" to the Austrian Emperor "when one of the German states was under threat from a foreign country". However, despite the King's insistence that responsibility for the outbreak of the war lay exclusively with Austria, some parts of his declaration cast doubt on this interpretation. He states, for example, that "the other German states" supported the Austrian Government. An historian might ask why they supported Austria if, as the Prussian King claimed, it was the aggressor. Similarly, the King refers to the domestic crisis in Prussia, arguing that Austria should not imagine that this will weaken the Prussian war effort; the Austrian perspective was that Prussia's active foreign policy was designed to distract attention from its internal difficulties. The language used in William's declaration is emotive. Underlining his solidarity with the Prussian people, he asserts that "we are forced to fight for our existence". He is trying to stir up the Prussian people for the armed conflict with Austria and concludes: "We must go into battle for life or death against those who wish to humiliate Prussia".

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. Answers at this level may observe that the date of William I's Declaration of War (18 June 1866) was one day after the Austrian Emperor's Manifesto of War and it might therefore be concluded that Austria was the aggressor. They may also note the personal nature of William's appeal to his people and this is reinforced by the fact that he uses the word "I" on five separate occasions. Answers will not only discuss the strengths of the source but also its limitations. The source has several important limitations. Since it is a declaration of war by the Prussian King against Austria, it naturally interprets events from a partisan perspective and blame for the outbreak of the war is placed firmly on Austria. The usefulness of the declaration is also impaired by the fact that it is a public statement designed for public consumption. A more balanced view of the reasons for the outbreak of the Austro-Prussian War might have been gained by reading it in conjunction with the Austrian Declaration of War issued the previous day (17 June 1866). Answers may also refer to the absence in the King's declaration of any reference to Otto von Bismarck, even though it was the Prussian Minister-President who persuaded William to wage war on Austria. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which Prussia was responsible for the outbreak of the Austro-Prussian War in 1866.

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 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):

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

Level 2 ([4]–[6]) 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 outbreak of the Austro-Prussian War in 1866. There will be frequent lapses in meaning due to shortcomings in legibility 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, King William I of Prussia maintains that Austria was exclusively to blame for the outbreak of the Austro-Prussian War. Source 2, a letter from the Austrian Ambassador in Berlin to his Foreign Minister, claims that Bismarck was deliberately aiming to provoke war with Austria in order to “overcome its internal strife”, while Source 3 argues that both Austria and Prussia bear some responsibility for the war.

AO2(b):

INTERPRETATION ([3]–[5]): Answers at this level will have some awareness of contemporary **or** later interpretations of the subject. They may refer to comments from leading politicians in Austria and/or Prussia about the reasons for the outbreak of the Austro-Prussian War or outline the views of an historian about its causes.

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 Prussia was responsible for the outbreak of the Austro-Prussian War. Answers should discuss the extent to which both Austria and Prussia were responsible for the deterioration in relations between the two states over the Schleswig-Holstein problem. In assessing

Prussia's responsibility for the outbreak of the war, answers may note that there was certainly a strong motivation for Bismarck to declare war on Austria. Since his appointment as Prussian Minister-President in September 1862 Bismarck had been embroiled in a Constitutional Crisis. The Liberals in the Lower Chamber of the Prussian Parliament had consistently rejected the Army Bill. Bismarck nonetheless collected the taxes necessary to finance the army reforms. The military victory over Austria in 1866 resolved Prussia's domestic crisis because the successes on the battlefield split the Liberals, some of whom maintained their opposition to Bismarck, while others supported him because of his military achievements and the fact that he was pursuing their goal of German unification. Further evidence that Bismarck was preparing for an armed conflict can be found in his diplomacy prior to the outbreak of war. He tried to secure French neutrality in any conflict with Austria, meeting Louis Napoleon at Biarritz in October 1865. Another example of his diplomacy was the Treaty he signed with Italy on 8 April 1866 according to which, for a period of three months, Italy would go to war against Austria if Prussia did. He then acted provocatively by proposing plans to reform the Confederation (including the election of an assembly by universal manhood suffrage) in the sure knowledge that these changes would be unacceptable to Austria. The Austrian leadership was aware in 1866 that its army could not be mobilised quickly and that its weak economy was ill-equipped to wage war. In addition, Foreign Minister Mensdorff-Pouilly attempted to negotiate for peace throughout April 1866. Nonetheless, Austria provoked anti-Prussian sentiments in Holstein and its appeal to the Confederation to solve the crisis over Schleswig-Holstein flagrantly disregarded the Gastein Convention. 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, the Prussian King, William I, asserts that Austria regarded Prussia as “a hostile rival” it wanted “to weaken and destroy”. According to William I, Prussia had done everything possible to avert war with Austria through international mediation but this had failed due to the intransigence of Austria. On the other hand, Source 2 views the outbreak of the war from an Austrian perspective. It argues that Bismarck's foreign policy was determined by his “thirst for achievement”. According to the Austrian Ambassador in Berlin, Bismarck hoped to provoke war between Prussia and Austria in order to solve Prussia's “domestic problems”. Source 3 presents a more balanced view of the reasons for the outbreak of the Austro-Prussian War, suggesting that both Austria and Prussia were responsible for stirring up trouble for the other in the Duchies of Schleswig and Holstein.

AO2(b):

INTERPRETATION ([6]–[8]): Answers at this level will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of this subject. They may refer to the views of contemporaries about the extent to which Austria and Prussia were responsible for the outbreak of the Austro-Prussian War in 1866. For example, in Source 2, a letter written some four months before the outbreak of the conflict, the Austrian Ambassador in Berlin puts forward the view to his Foreign Minister that Prussia was aiming to mount “a successful war against Austria” in order to divert attention from “its internal strife”. In Source 3, the historian David Hargreaves argues that, while Austria’s actions were the immediate cause of hostilities, Bismarck had been planning a war against Austria since the spring of 1866.

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 will present a comprehensive assessment of the extent to which Prussia was responsible for the outbreak of the Austro-Prussian War in 1866. They may argue that the origins of the conflict can be traced back at least to 1815 and one of the reasons for the failure of the Frankfurt Parliament in 1849 was the divisions among the German states about whether Austria should be excluded from the proposed united Germany. In November 1850 Austria achieved a notable triumph over Prussia at Olmütz but then suffered a series of setbacks at the expense of Prussia in the 1850s and the first half of the 1860s. For example, Bismarck persuaded the German Diet in Frankfurt in 1855 not to send troops to help Austria in the Crimean War. Austro-Prussian relations deteriorated further during the Italian War of 1859 when Prussia made its support for Austria dependent on it taking control of the armies on the Rhine if France launched an attack. Answers at this level may also consider the economic rivalry between the two powers. In 1851 the Austrian Minister of Trade and Finance, Karl Ludwig von Bruck, made an unsuccessful attempt to launch a rival customs union to the *Zollverein*, while on 1 January 1866 Prussia succeeded in renewing the *Zollverein* for a further 12 years despite opposition from Austria. 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 Prussia was responsible for the outbreak of the Austro-Prussian War. Answers at this level may establish links between the various sources. For example, both Sources 1 and 2 discuss the impact of domestic considerations on Prussia's foreign policy, albeit from different perspectives. Source 2 underlines the seriousness of the internal crisis in Prussia by stating that the only alternative to a successful war was the abolition of Parliament by King William I. This would seem to be a feasible argument since William I had contemplated abdication before he appointed Bismarck as Minister-President in September 1862. Similarly, Sources 1 and 3 refer to the favourable international situation for Prussia and, according to David Hargreaves, Bismarck was confident that France would not become involved in the event of a war between Austria and Prussia.

AO2(b):

INTERPRETATION ([9]–[11]): Answers at this level will provide a good analysis and evaluation of contemporary **and** later interpretations of the subject. Answers at this level will discuss fully the extent to which Prussia was responsible for the outbreak of the Austro-Prussian War. They may discuss the views of leading **contemporary** figures such as Prussian and Austrian politicians (including Bismarck and his Austrian counterpart), as well as William I and his Austrian counterpart, Emperor Franz Joseph. For example, answers arguing that Prussia was primarily culpable may refer to the “Coburg intrigue” when the King’s wife, sister and son-in-law attempted to persuade William in 1866 that he would be unwise to follow Bismarck’s advice to wage war on Austria. **Later** interpretations will take the form of historians’ views on the causes of the Austro-Prussian War. While some argue that Bismarck was intent on war with Austria from February 1866 onwards, others maintain that he seriously considered a peaceful solution as late as May 1866 which would have divided Germany into two power blocs, one under Austrian and the other under Prussian control. Many historians underline Bismarck’s flexibility and stress that he always had several different policy alternatives at any one time. Most historians, including David Hargreaves (Source 3), maintain that both Austria and Prussia must accept part of the blame for the outbreak of the war and the issue of debate focuses around the relative degree of responsibility.

[35]

Option 4

48

60

Option 5: Germany 1918–1945

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

- 1 (a) Explain the changes the Weimar economy experienced between 1919 and 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 and communicate knowledge and understanding of history in a clear and effective manner **AO1(a) and** demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b).**

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate or demonstrate superficial understanding of the Weimar economy in the period 1919–1929. 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 some changes in the Weimar economy in the period 1919–1929. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will reveal a competent awareness of the changes the Weimar economy experienced in the period 1919–1929 but there may be an imbalance, with one of the two phases being discussed in much greater depth than the other. In 1919 the Weimar economy faced fundamental problems such as a decline in world trade which affected its exports and an increasing national debt as a result of the First World War. As a result of the Treaty of Versailles, there was a loss of resources such as coal, iron ore and arable agricultural land from the loss of territories such as the Saar, Alsace-Lorraine and Silesia. The cost of paying reparations was an additional burden. Prices had already started to increase by 1919 but inflation dominated the first phase of the Weimar economy up to 1923. From 1919 Weimar governments did not attempt to balance their budgets and adopted policies of deficit financing, both of which

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allowed inflation to continue. The need to pay reparations contributed to even greater inflation. By 1923 the Weimar economy was suffering from hyperinflation and, when the government defaulted on its reparations payments, French and Belgian troops occupied the Ruhr. This meant that the value of the mark continued to decline. It was only in August 1923 when the German economy was on the verge of complete collapse that the formation of a new coalition government under Stresemann found the will to introduce economic policies which were aimed at controlling the amount of money in circulation. 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 changes the Weimar economy experienced in the period 1919–1929, contrasting the economic instability of the 1919–1923 phase with the relative economic recovery from 1924 to 1929, despite underlying weaknesses which culminated in the depression from October 1929 onwards. Stresemann's policies included the resumption of reparations payments, reduction of government expenditure and the introduction of a new currency. By April 1924 the Dawes Plan had fixed reparations payments for the next five years in accordance with Germany's ability to pay. The 1924–1929 phase of the Weimar economy appears to be one of greater stability when compared to the economic chaos that preceded it (especially 1922–1923) and the Great Depression of 1929–1933. Evidence for an economic recovery could include: production levels increased, greater foreign investment, rising exports and rising wages. However, the recovery was not as sound as was once thought. Economic growth was uneven, while the value of imports always exceeded that of exports. Unemployment never fell below 1.3 million and by 1928 there was a rural recession. Such evidence suggests that before the start of the depression in 1929 the problems of the German economy were hidden by a flood of foreign capital. The German economy's dependence on foreign loans made it liable to suffer from any problems that arose in the world economy. America's financial collapse in October 1929 added to an already grave situation. 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 growth of the opposition and resistance in Germany to the Nazi regime in the period 1933–1945.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically offer a superficial awareness of how the opposition and resistance to the Nazi regime grew in the period 1933–1945. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide a partial understanding of how the opposition and resistance grew in Germany in the period 1933–1945 but with significant omissions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to discuss the growth of opposition and resistance during the years 1933–1945. Answers at this level may provide information from some of the following groups: young people, the Right-wing of the Conservatives and the Military, the Christian Churches and the Left. Opposition youth groups included the Swing Youth who were prominent from the late 1930s. They were mainly middle-class youngsters who took up the music associated with the dance-bands of America. Their activities were little more than dissent. The Edelweiss Pirates, who were established as early as 1935, is a general name given to a host of working-class youths who formed urban gangs and had been alienated by the Hitler Youth. By the war years some became involved in more active resistance, for example in Cologne in 1944 when twelve of them were publicly hanged because of their

assassination of a Gestapo officer. It was also in the war years that the White Rose student resistance movement became prominent. The White Rose was the name given to a series of leaflets printed in 1942–1943 which were distributed initially amongst the students of Munich University but eventually to many towns in central Germany. In February 1943 six of their leaders were executed, including Hans and Sophie Scholl. The first attempt by the Army to overthrow the Nazi regime was planned by Colonel Beck in 1938 but the conspiracy failed to get off the ground. Beck became closely associated with Goerdeler. The Kreisau circle was a wide-ranging group of officers and aristocrats who met at the Kreisau estate of von Moltke. By 1943 they had drawn up a programme for a new Germany after Hitler. Some individual members were supporters of what became the most far-reaching act of resistance to Hitler's Germany – the Bomb Plot of 20 July 1944. The Beck-Goerdeler Group was associated with Operation Valkyrie when elements of the military, including Stauffenberg and von Tresckow, failed to assassinate Hitler and overthrow the Nazi regime. 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, evaluation and analysis. Top level answers will clearly explain how opposition and resistance grew during the years 1933–1945. The growth of opposition and resistance from the peacetime years of 1933–1939 to the wartime years of 1939–45 should be illustrated from most of the following groups: young people, the Right-wing of the Conservatives and the Military, the Christian Churches and the Left. Minimum level four marks can be awarded if one of the groups is omitted providing the rest are discussed in sufficient depth. Amongst Protestants, the Confessional Church, established in 1934 with Pastor Martin Niemöller as one of its co-founders, initially tried to protect its independence but by 1943 publicly opposed Nazi racial policies. In 1937 Pope Pius XI attacked the Nazi system in an encyclical but by 1941 Bishop Galen of Munster's outspoken sermon attacking Nazi euthanasia proved so powerful that the Nazi authorities recoiled from arresting him and actually stopped the programme. The New Beginning was a Social Democrat Group who preserved democratic ideals. Communist cells continued to operate as underground movements in many large cities. The most famous was the Red Orchestra, a spy network that successfully permeated the government. Industrial unrest during the war in the Rhineland area was organised by the Mannheim group. 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]

- 2 (a) Study Source 1. How useful is it as evidence for an historian studying the impact of Nazi policies on girls and women in Germany in the period 1933–1939?

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 testimony of Rauhut reveals that girls were pressurised in school to join the League of German Girls (BDM) and that the Nazis attempted to make teachers indoctrinate their pupils with Nazi ideological beliefs.

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. The content reveals that initially Rauhut used her ingenuity to avoid having to join the League of German Girls by telling her school in Berlin that she was a member in her local village. She reveals that, although the Headmistress and some of the teachers at her private girls' school were not Nazis, they were eventually put under pressure to conform to retain their jobs. This illustrates the Nazis' attempts to coordinate social groups. She claims that her aunt was dismissed from her position as a primary school teacher because she would not join the Nazi Party. If her account could be relied upon, it would give the historian an insight into how the Nazis tried to influence girls through the educational system and youth movements, although in this particular instance not with complete success. Nevertheless, according to her account, most teachers did conform and when she was transferred to another school she probably did come under greater Nazi influence. The nature of the source has some strengths. A German woman who was a young girl during the Third Reich and who experienced the pressures of the Nazis to control girls through the educational system and youth movements recalls her experiences in an interview in 1993. Her tone is informative and frank. She seems motivated to inform a mass audience of her experiences. Through the interview with Rauhut, historians can gain an insight into the experiences of one individual who experienced life under the Nazis.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. The source has some limitations. This is only one person's recollection given over 50–60 years later. Another limitation is the issue of how typical her experience was, as well as how accurate her account would be. With hindsight there is the possibility that she wanted to portray herself as dissenting from Nazi influence and therefore exaggerated her hostility to the regime. Other primary sources from women who experienced the Third Reich as young girls would need to be consulted as it would be dangerous to generalise on the basis of one individual source. From their contextual knowledge candidates may be able to state that the BDM was a Nazi youth movement for girls between the ages of 14 and 18. Ten to 14-year-old girls were supposed to belong to the Nazi youth movement known as Young Girls. Teachers were put under pressure to conform by the regime and by 1937 97% of them were members of the National Socialist Teachers' League. Politically unreliable teachers were removed. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess to what extent Nazi policies towards girls and women in Germany between 1933 and 1939 were successful.

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. 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 Nazi policies towards girls and women in Nazi Germany were successful.

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)**AO1b:**

KNOWLEDGE([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. For example, there may be a partial account of Nazi policies towards girls and women in Nazi Germany. Nazi ideology stressed that most women should be confined to a domestic role in society. This idea was summed up by the Nazi slogan *Kinder, Küche, Kirche* (children, kitchen, church). To establish a Thousand Year Reich, Hitler aimed to indoctrinate and educate all girls in the spirit of National Socialism. 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 reveals Nazi attempts to influence girls through youth movements and education. Source 2 gives information concerning Nazi objectives with regard to women. Source 3 provides information on female employment, marriages and the birth rate.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations of the success of Nazi policies towards girls and women in Nazi Germany. Candidates may react to the views of Collier and Pedley in Source 3 and express reservations about the extent of the success of Nazi policies with regard to women.

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. Answers may argue that Nazi policies were more successful towards girls than women in Nazi Germany or vice versa. The indoctrination of girls was an important element in the Nazi dictatorship. The aim of Nazi education was to train girls to become submissive wives and devoted mothers. To achieve these aims, the regime first encouraged and then in 1939 compelled girls to join huge state run organisations. At the age of 10 girls joined the BJM (League of Young Girls) and at 14 they were expected to become members of the BDM (League of German Girls). It was part of the process of preparing girls for their future role as

housewives and mothers. In the BDM, girls were taught that they had a duty to be healthy since their bodies belonged to the nation. They needed to be fit for their future role as childbearers. Annual summer camps were highly structured with activities such as physical exercise and indoctrination. After 1934, girls were expected to do a year's work on the land or in domestic service. This was very unpopular with girls from the cities and many tried to avoid it. In the late 1930s rival youth groups such as the Edelweiss pirates and the Swing Youth, whose membership included girls, revolted against the regime. However, the extent of such dissent should not be overestimated. The majority of girls probably supported the regime. 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 provides constructive evidence as to how the Nazis attempted to co-ordinate girls through the BDM and the educational system. Source 2 reveals some of the objectives of Nazi policies towards females. Source 3 suggests that Nazi policies towards female employment may have been successful initially but then the Nazis contradicted themselves. It also suggests that, although the number of marriages increased, the birth rate did not rise dramatically. Nazi propaganda towards women does not seem to have been that successful.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the extent to which Nazi policies towards girls and women were successful. For example, candidates could discuss whether the hostility of Karma Rauhut to the BDM in Source 1 was representative of the attitudes of the majority of girls. Also, candidates could discuss whether to support the views of Collier and Pedley expressed in Source 3, which suggest that Nazi policies towards women were not very successful.

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 or judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the success of Nazi policies towards girls and women. They will discuss the success of Nazi attempts to make women fulfil their traditional domestic role as housewives and mothers, such as increasing the birth rate and reducing female employment. From 1934 Gertrud Scholtz-Klink was the leader of the NSF (National Socialist

Women's League), an elite women's organisation within the Nazi Party which controlled the DFW (German Women's Enterprise). This was an umbrella organisation which tried to absorb all previous women's organisations and activities for women. It never had a mass membership. From 1933 the regime embarked on a pro-natalist policy – a policy encouraging the birth of children – aimed at women. In 1933 marriage loans were offered to newlyweds on the grounds that the wife would not work outside the home. For each child born to couples taking part in the programme, the amount to be repaid was reduced by 25%. The status of mothers was raised by a series of propaganda campaigns, including the introduction of the Mother's Cross in 1939 for those with large families. However, the birth rate did not respond positively to Nazi policies. The regime initially tried to reduce the number of women in work but, partially due to the rearmament drive, the number working actually increased. Nazi policies towards women were probably not that successful. 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. Source 1 could be utilised to provide information on the success of Nazi attempts to use the educational system and the BDM to try to co-ordinate girls, while Source 2 could be utilised to show some of the objectives of Nazi policies towards women. Source 3 should provide stimulus material for candidates to assess the success of Nazi policies towards women in the areas of female employment, marriages and births.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of this subject with regard to contemporary **and** later interpretations. Candidates could react to the implications of the statements by Martin Collier and Philip Pedley in Source 3 in which they suggest that Nazi policies towards women were not that successful. They can concur with their 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. As most historians regard Nazi policies towards women as reactionary, contradictory and incoherent, most candidates will probably suggest that the Nazis were not completely successful. With regard to girls, there is much evidence to suggest that the Nazis made their greatest impact. But even here most historians suggest that the regime had only partial success. Karma Rauhut's testimony in Source 1 is evidence of a contemporary who seemed to lack enthusiasm for Nazism. Signs of

conflict, tension and opposition within certain sections of German youth, which included girls, were already apparent by the later 1930s. This suggests that the Nazis had been only temporarily successful in winning over, mobilising and integrating young German girls. 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. [35]

Option 5

Total

AVAILABLE
MARKS

48

60

60