



Rewarding Learning

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

History

Assessment Unit AS 1

[AH111]

MONDAY 2 JUNE, MORNING

**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

AVAILABLE
MARKS

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

- 1 (a) Explain the steps taken by Mary I to restore Roman Catholicism in England between 1553 and 1558.

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, unsupported assertions about the steps taken by Mary I to restore Catholicism in England. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level 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 may mention how Mary repealed Edwardian legislation with reference to some specific acts such as the First and Second Acts of Repeal and how these acts returned England to the Roman Catholic Church. They may also mention the re-established papal supremacy. Responses will have gaps in knowledge. 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 provide a more developed explanation of the steps taken by Mary I to re-introduce Roman Catholicism. For example, they may look at how Mary actually repealed the Edwardian legislation. They may make reference to her early proclamations and the removal and replacement of Protestant clergy. They may mention the use of royal injunctions to re-introduce the traditions of Roman Catholicism such as the use of Latin and the restoration of Holy Days. Priests had to give up their families and celibacy was re-introduced. Reference may be made to the First and Second Acts of Repeal, showing how these acts re-created the Church Settlement of 1547, as well as removing all anti-papal legislation. Papal supremacy was re-established with the removal of the Act of Supremacy. 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.

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 discuss the steps taken by Mary I to repeal Edwardian legislation, as well as re-establish papal supremacy. They may also explain the methods used. Answers may also make reference to the question of land which Mary did not attempt to address. Since Church land could never be restored, the Church could never completely return to its position before the Reformation. Answers may also look at Mary's attempts to ensure that not only was the Roman Catholic Church restored but she also attempted to strengthen it. They may also mention her attempts to improve the quality and education of 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 will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the significance of the arrival of Mary, Queen of Scots in England in 1568.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about Mary, Queen of Scots but it will be a narrative account with little reference to the significance of her arrival in England. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level 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 arrival of Mary. She arrived in 1568 and was placed under house arrest. In 1569 the Northern Earls rebelled in the name of Mary, Queen of Scots. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of a range of factors. For example, Mary arrived seeking help but her arrival was significant as she had a claim to the English throne. She was a Catholic and it was feared that English Catholics would support her. In 1569 the Northern Earls attempted to replace Elizabeth with Mary. This was significant as it marked the beginning of plots which attempted to replace Elizabeth with Mary. Her arrival was also significant because many foreign Catholics also supported Mary. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the significance of Mary's arrival in England in 1568. Once she arrived, Elizabeth was faced with the dilemma of what to do with her. She would not be welcome in Scotland or in Europe, but, while she stayed in England, she would be a direct threat to Elizabeth. This created tension between Elizabeth and her government. Mary had a legitimate claim to the throne and it was feared that the Catholics would support her. In 1569 the Northern Earls rebelled against Elizabeth. This was significant as they were gentry who traditionally supported the monarch, including Norfolk, a relative of Elizabeth. More plots were to follow, increasing the threat to Elizabeth. Mary's arrival was also significant as many foreign countries might also support her. These included Spain and the Pope. In 1570 the Pope excommunicated Elizabeth which increased the potential threat posed by the Catholic population. Spain would eventually declare war against Elizabeth. The arrival of Mary, Queen of Scots was significant as it marked the beginning of a greater threat towards Elizabeth. 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]

AVAILABLE
MARKS

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the consequences of the dissolution of the monasteries between 1536 and 1539?

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, Robert Aske believes that the monasteries were great houses of charity which helped the poor.

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 outlines what the monasteries did for the population before these institutions were dissolved. The Abbeys in the North provided charity as well as spiritual guidance for the poor. They also helped some communities at large through good works such as road maintenance. With their dissolution the buildings have been pulled down and masses remain unsaid. Therefore the dissolution of the monasteries is adversely affecting the spiritual and economic needs of the people.

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 an extract from Robert Aske who was the leader of the Pilgrimage of Grace, a series of rebellions protesting against the dissolution of the monasteries. He is being questioned by Thomas Cromwell, the minister behind the dissolution, immediately after the rebellions have occurred. Aske is attempting to explain what the consequences of the dissolution will mean for society. The monasteries have been houses of charity, as well as places of spiritual guidance. Their dissolution has left a major gap. They also assisted society through public works, but this has also been removed. His tone is non-aggressive, implying that he was not a threat to the kingdom.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. For example, the source is evidence taken from Aske after his arrest due to his involvement in the Pilgrimage of Grace. We do not know under what conditions he was being held but we do know that by 1537 Henry was determined to quash all rebellions. Aske had been leader of the Pilgrimage of Grace in 1536 which had been a peaceful protest. Rebellions which occurred after this gave Henry the excuse to punish Aske, even though he was not directly involved in them. Cromwell was the minister behind the dissolution and he was determined to get rid of any opposition towards his policies. Aske comments on the social as well as the spiritual consequences of the dissolution of the monasteries. This source is limited in that it only refers to monasteries in the North. In addition, we know from other evidence that some monasteries were not adequate and did not benefit society. Also Aske is under immense pressure, so he may say anything in an attempt to avoid punishment. It does not mention the long-term consequences of the dissolution of the monasteries. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess whether the most important consequence of the dissolution of the monasteries under Henry VIII was its economic and social impact up to 1570.

This question targets AO1(b) and AO2: the candidate's ability to demonstrate understanding of the past through explanation, analysis and

AVAILABLE MARKS
13

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

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

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, the response may be a narrative account of the dissolution of the monasteries. There will be no mention of the consequences of the dissolutions. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

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

AO2b:

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

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

AO1b:

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. For example, the dissolution did have a great impact on the economy and society of England. The common folk lost a great source of charity and Henry did not address this problem. There was also a transfer of land as more became available for the gentry to buy or be given as a gift from Henry VIII. The inhabitants of the monasteries lost their income and residency and many wandered from town to town in search of food and shelter. With the transfer of land there was some social movement.

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 suggests that the dissolution of the monasteries had a great impact on the economic lives of the poor as they had been great givers of charity, alms and food. Source 2 suggests that in society there was a transfer of land as a result of the dissolution of the monasteries.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, contemporary opinion suggests that the common folk were the greatest losers in the dissolution of the monasteries, while later interpretations suggest the transfer of land was

AVAILABLE
MARKS

more significant.

AVAILABLE
MARKS

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

AO1b:

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. They may address the social and economic impact of the dissolution of the monasteries up to 1570 but they may also begin to address other consequences. The poor did lose a great source of charity and vagrancy increased, with unemployment rising due to the closure of the monasteries. Land was transferred to the gentry which benefited second sons. However, religion was also affected by the dissolution. Monasteries were the final link with Rome and, once this was broken, England was outside the European Catholic family. This affected the common people as to them, especially in remote areas, monasteries were the link with God. The impact on the political power of Henry was another consequence of the dissolution of the monasteries. By selling monastic land Henry was diluting his power and transferring it to the gentry and a newly emerging merchant class. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation. For example, Source 1 suggests that there were social and economic consequences of the dissolution. Charity was removed and good works ended. It also suggests that there were religious consequences as the monasteries preached and said masses. Source 2 suggests that land was transferred and that this would benefit the gentry and their offspring. Source 3 mentions a variety of consequences of the dissolution of the monasteries. In political terms, the gentry's position improved, while local communities also felt the impact of the dissolution.

AO2b:

INTERPRETATIONS: ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, they may mention the participants of the Pilgrimage of Grace who believed the social and economic consequences were the most significant. Later opinion differs in that it places some emphasis on the political transfer of power.

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

AO1b:

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the view that the social and economic impact of the dissolution of the monasteries was the most important consequence of the dissolution of the monasteries up to 1570. There was great economic and social change because of the

dissolution, not only in the short term, but also for future monarchs because they would now have to address the rising problem of vagrancy and with this an increase in crime. There was now less education available. No Tudor monarch was able to replace the gap left by the dissolution of the monasteries. The monarch also suffered economically. In the short term, Henry gained money to finance his wars but in the long term he wasted and squandered his money and left nothing for his heirs. This would lead to greater taxation. Land was transferred to the gentry and the new emerging merchant classes and this had a great impact, not just economically but also politically. Henry, with his policies, transferred power down the social ladder. Second sons were able to benefit from the sale of land. Sale of land at local level led to greater use of patronage and the dispersal of power to many. In the long term this perhaps had a greater impact than the social and economic consequences. The balance of power began to move and, as time progressed, more men were able to join politics and parliament. Parliament, through time, would benefit and grow in power. In turn the power of the monarch would diminish. In religious terms, the link with Rome was severed and, even in Mary I's reign, she did not attempt to retain the monastic land which had been transferred under Henry. Catholicism could never return. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Answers will highlight the fact that Source 1 does suggest that the economic and social consequences of the dissolution of the monasteries had a great impact on Tudor England. Aske also implies that “spiritual vandalism” occurred. Source 2 addresses the issue of land and argues that the gentry as a whole were benefiting from the dissolution of the monasteries. Men were prepared to sell their inheritance for this transfer of land, which would mean greater power for their offspring. Source 3 suggests that there were a variety of consequences of the dissolution and suggests that the main losers were the people. They lost economically, socially and religiously.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinion from the common folk, who suffered greatly, but also the gentry, who benefited from the dissolution of the monasteries. Henry himself also believed he had benefited, as did Cromwell. Later interpretations are varied. Traditional opinion believes that the economic and social consequences were important but less significant than the transfer of power. Recent interpretations have suggested that this might have happened anyway. [35]

Option 1

AVAILABLE
MARKS

48

60

Option 2: England 1603–1649

AVAILABLE
MARKS

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

- 1 (a) Explain how the royal court changed after the accession of Charles I in 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 at this level will be inaccurate and provide a superficial explanation of the changes at court after Charles I's accession in 1625. 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 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 changes at court in Charles I's reign. The court of James I had been characterised by bawdiness and licence, but this was replaced by a more dignified, decorous tone. 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 awareness of the changes to life at court. Access to the King became much more restricted than it had been in the previous reign. There was a renewed emphasis on art and ceremony, and serious efforts were made to curb wasteful expenditure. Masques became a particularly important aspect of court life and were used by Charles to project a more dignified image of the monarchy. The Duke of Buckingham continued to play a dominant role at court, although the relationship between the King and his favourite was less intimate than it had been in James I's reign. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

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

Top level answers will clearly discuss the changes to the court after 1625. The restrictions to access to the King were rigorously enforced. Locks were changed on all doors to private chambers at Whitehall, and access to the King was permitted solely through the state apartments. Courtiers were expected to conduct themselves with decorum and the Court of the Marshall of the Household was re-established to ensure that they did. To project an image of a more dignified monarchy, Charles revived the ceremonial surrounding the Order of the Garter. He also refurbished royal palaces, building up an enormous royal art collection in the process. Over 1700 paintings and statues had been collected by 1649, and leading artists such as Mytens and Van Dyck were prominent at court. Charles also planned to rebuild Whitehall on a grander scale, but the Civil War prevented this from being realised. Responses may also comment on the dominant role of Buckingham and Henrietta Maria in the court 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 will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the short-term consequences of the decision to put Charles I on trial in 1649.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate and provide a superficial explanation of the short-term consequences of the decision to put the King on trial. 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 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 consequences of the decision to put the King on trial. Parliament established a High Court, which tried the King and sentenced him to death. The King was executed on 30 January 1649, the monarchy was abolished and England was declared a Commonwealth. 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 awareness of the consequences of the decision to put the King on trial. Negotiations to reach a settlement with Charles I ceased and full legislative power was seized by the Rump parliament, a body which was effectively controlled by the army. Charles was impeached for having attempted to 'erect and uphold in himself an unlimited and tyrannical power' and for having levied war against Parliament. Charles refused to recognise the legitimacy of the Court and refused to plead, which resulted in him being silenced. The verdict was a foregone conclusion, but only 59 of the 135 members of the High Court signed the King's death warrant. In the weeks following his death, the Rump parliament abolished the monarchy and the House of Lords. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly explain the short-term consequences of the decision to put the King on trial. The House of Lords attempted to block the Commons, but the latter asserted its 'supreme power' to legislate independently. The trial was controversial and deeply unpopular. No senior judge was willing to preside, which meant that an obscure provincial judge was nominated for this role. Charles's skilful defence undermined the legitimacy of the Court and won him sympathy. Although this failed to sway his judges, it did lead to the rehabilitation of his reputation, particularly as he identified himself closely with the constitutional royalist position. The execution on 30 January 1649 shocked the nation and the republican regime was unable to attract widespread support. 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]

AVAILABLE
MARKS

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying attitudes towards James I's religious policy between 1603 and 1625?

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

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. For example, Source 1 reveals that a Puritan clergyman was opposed to some of the King's religious policies, particularly those regarding the keeping of the 'Sabbath'.

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 implies that England was divided in its attitude towards James I's religious policies. It shows that Clough is clearly critical of the King's policies. The source also indicates some of the reasons why Puritans were opposed to some of the King's religious policies.

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 an official report and was used in judicial proceedings, so an effort will have been made to ensure its accuracy. It was produced shortly after the events it describes took place, which increases the likelihood that it accurately reflects the memory of those who contributed to it. The source also contains allegations made by a number of people, as opposed to a single individual, which also enhances its reliability. It gives a valuable insight into the attitudes of Puritan clergy to the Book of Sports issued by James in 1618. In terms of content, candidates may comment that the source gives clear evidence of sabbatarian views, which were common among Puritans. Clough also demonstrates a low view of royal authority and suggests that the Church was obliged to place its loyalty to God before its loyalty to the King.

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 the answer. Candidates may comment on the Book of Sports, issued in 1618 and ordered to be read in churches, which antagonised Puritan clergy. They might also contrast the Puritan views of Clough with those of Arminian clergy, who were strongly supportive of royal authority and of the Book of Sports. The source has a number of limitations. For example, candidates may argue that it does not give a balanced view of Puritan attitudes towards James I's religious policy as it describes Clough's reaction to the aspect of policy that attracted most criticism from Puritans. It is also possible that Clough is not typical of Puritans within the Church. In addition, the source provides no insight into Puritan attitudes to James I's policy towards Catholics. The date of the source is also a limitation since it provides no insight into attitudes towards James I's religious policy between 1620 and 1625. [13]

AVAILABLE
MARKS

13

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which Puritans supported James I's religious policy in the period 1603–1625.

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

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

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, the answer may point out that James I was often frustrated with the Puritans and pursued policies which they opposed. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which James I's policies met with Puritan approval.

AO2b:

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

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

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

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content. For example, Source 1 indicates that some Puritan clergy were infuriated by the decision to issue the Book of Sports in 1618. Source 2 suggests that Puritans were critical of the King's policies and he was aware of this. Source 3 suggests that James I's policies were reasonable and did not provoke an angry Puritan response.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, answers may describe the views of Puritans, leading bishops or James I himself.

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

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. James was a moderate in religious terms and was dismayed by some of the more extreme Puritan demands. He refused to give way to these at the Hampton Court Conference. The reforms introduced as a result of the conference were minimal and did not address key Puritan demands. The conference did, however, suggest a new willingness to engage with Puritanism. James I

AVAILABLE MARKS

approved of Bancroft's efforts to purge radical Puritans from the Church by enforcing the 1604 Canons more rigorously. This resulted in the expulsion of radical Puritan clergy, which was criticised by many outside the Church, including MPs. These steps all met with Puritan disapproval, as did the Book of Sports of 1618. Nevertheless, some of James' policies met with Puritan approval. The minor reforms agreed at Hampton Court were seen as positive steps, and James' decision to defend Calvinism at the Synod of Dort was very popular among Puritans, who viewed the rise of Arminianism with alarm. They were reassured by James I's adherence to Calvinist doctrine. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation; for example, one source may be neglected. Source 1 provides evidence of why Puritans were opposed to James' policies. Clough clearly believes that James had contravened the Bible by issuing the Book of Sports. He makes reference to the fourth commandment, which prohibited desecration of the Sabbath, and applies this to Sundays. Source 2 indicates that James I was aware, in 1604, of Puritan opposition to Church ceremonies, but was willing to ignore this. This is consistent with James I's defence of Church ceremonies at the Hampton Court Conference. In Source 3, Newton highlights the difficulties James I faced in dealing with the Elizabethan compromise and suggest that his policies did not bring about the collapse of that compromise.

AO2b:

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. Many Puritans wanted to reform the government of the Church to make it more like the Presbyterian churches of Scotland or Geneva. They considered many of the Church's ceremonies to be 'popish' and idolatrous. James, however, having been raised in Presbyterian Scotland, was determined to maintain the episcopacy. Historians are generally positive about James' handling of the Puritans, as Newton indicates in Source 3.

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

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of James I's policies towards the Puritans. They may indicate that there was a spectrum of Puritan opinion, and that James aimed to placate only the moderates. They were pleased by the evidence of James' willingness to engage at Hampton Court, by his adherence to Calvinism and by his appointment of Archbishop Abbot in 1611. Abbot was sympathetic towards moderate Puritans and did not rigorously enforce all of the 1604 Canons. More radical Puritans were not impressed. They dismissed the concessions made by James as meaningless, and were particularly aggrieved that no changes were made to the liturgy or structures of the Church. Under Abbot, Puritan clergy were able to practise their faith within the Church without harassment, but more

AVAILABLE MARKS

extreme clergy were removed. Many Puritans were alarmed by James' leniency towards Catholics and towards Spain, and by the promotion of Arminian clergy towards the end of the reign. The Book of Sports reflected James' willingness to offend Puritan opinion, and it represented a grave blow to the Sabbatarian principles espoused even by moderate Puritans. These policies, however, were not so unpopular as to prompt a Puritan exodus from the Church. 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.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 appears to give an example of more extreme Puritan opinion. Some candidates may, however, point out that, if Clough had been extreme, he would probably have been removed under Bancroft's purge. His view that the King should be subject to the laws of the Church would have offended James deeply. Source 2 provides evidence of James' leniency towards moderate Puritans and his intolerance of extremists. Clergy who do not approve of ceremonies are to leave the Church, but are to be given time to conform. Source 3 portrays James' policies as 'balanced' and indicates that his willingness to engage with moderate Puritans helped to maintain the Elizabethan church settlement.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Contemporary opinion could be ascribed to any contemporary political or religious figure. Answers may refer to the opinion of William Clough in Source 1, which is clearly critical of James. Candidates may also point out that the testimony against Clough illustrates alternative opinions within the Church. James clearly had supporters who were opposed to clerics such as Clough. Source 2 indicates the range of opinion within the Church. James dismisses Puritan critics as 'troublesome people' who were obsessed with 'fantasies' and holds them responsible for causing divisions in the kingdom. Source 3 provides an example of a revisionist assessment of James I's policies. Rather than argue that James alienated Puritans by failing to grant all their requests, Newton believes that James I's carefully judged concessions accommodated moderate Puritans and preserved the peace of the church. She lays stress on the 'broad-based' nature of the Church and on the competing pressure groups with which James had to deal. [35]

Option 2

**AVAILABLE
MARKS**

48

60

Option 3: England 1815–1868

AVAILABLE
MARKS

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

- 1 (a) Explain the reasons for the discontent in England between 1815 and 1822.

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

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically be vague about the causes of the discontent in England between 1815 and 1822. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide a limited account of the causes of discontent. They may, for example, comment on the impact of the end of the Napoleonic Wars in 1815. Over 300 000 soldiers were demobilised and returned home to an already swollen labour market. There was a rapid decline in demand for those flourishing industries which had produced arms, ammunition and uniforms. Landlords who had borrowed heavily during the war now reduced workers' wages to pay off their debts. 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 display a greater awareness of the reasons for the discontent in England in the period 1815–1822. Industrialisation came at a price. Mechanisation in agriculture, factories and mines often reduced the demand for labour, as was witnessed in the case of the handloom weavers of Lancashire, Yorkshire and Cheshire. Life in industrial towns was quite unpleasant, with inadequate housing, overcrowding, long hours and low wages. Moreover, factory conditions were often dangerous, since there was no regulation for workers' safety. Government policies contributed to the discontent. The Combination Laws, enacted before 1815, continued to cause resentment. The poor and the middle classes were disproportionately affected by the abolition of income tax and its replacement by indirect taxes, which raised the price of tea, sugar, beer and candles. 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.

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 show a good awareness of the impact of government policies on the discontent, as the actions of government after 1815 compounded the problems caused by the post-war slump, mechanisation and industrialisation. The Game Law made poaching against a landowner punishable by up to seven years' imprisonment or transportation. The Corn Laws of 1815 increased the price of bread and, while acting as a safeguard to landowner profits, they symbolised class legislation which hurt the consumer. Answers may reflect that, while many of the causes of discontent were outside the control of the government, others were directly attributable to government actions. 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 why the Tory Party was divided in the period 1827–1830.

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 remarks about the problems which faced the Tory Party between 1827 and 1830. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide a limited account of some of the reasons for the divisions in the Tory Party between 1827 and 1830. For example, the departure of Lord Liverpool in 1827 bought an end to a period of stability. The quality of Liverpool's leadership became apparent in the next three years when different factions within the Tory Party argued over policy. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge

relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. There will be more awareness of the reasons for divisions in the Tory Party. For example, the question of Catholic emancipation caused tensions within the party, which Liverpool had temporarily resolved by adopting an “agree to differ” approach in the cabinet. However, his successor, Canning, antagonised his colleagues by his undisguised endorsement of Catholic emancipation, as well as his forceful personality. When he died, he was succeeded by Goderich, who was plainly unsuited for the position of prime minister. Wellington then became prime minister in 1828, and within months Daniel O’Connell’s emancipation campaign was coming to a climax and had to be confronted. When Wellington and Peel agreed to acquiesce to the demand for Catholic emancipation following O’Connell’s dramatic victory at the Clare by-election, party divisions increased, with the Tory “Ultras” vowing to seek revenge on Wellington at the first opportunity. 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 show a full awareness of the sources of division in the Tory Party. Outbreaks of violence in the midlands and the north of England created a sense of crisis and Wellington seemed incapable of responding. There were additional tensions within the cabinet over the question of the Corn Laws, and the extent, if any, to which they should be amended in the face of the economic crisis. However, it was a fundamental difference over the question of parliamentary reform which was to prove Wellington’s undoing by 1830. The Tory “Ultras” who felt slighted over emancipation voted against their party and endorsed parliamentary reform in the belief that a wider franchise would prevent any repetition of legislation over measures such as Catholic emancipation. It was Wellington’s refusal to consider even the mildest form of parliamentary reform in November 1830 which caused his downfall, as he united Canningites and Ultras against him. 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]

AVAILABLE
MARKS

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the problems which Peel faced during his Second Ministry of 1841–1846?

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 the comments made by Peel about the famine in Ireland and the need to discuss the Corn Laws.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness only in reference to the information it provides. For example, Source 1 reveals that Peel's government faced a famine in Ireland, and he believed that this crisis would force the government to re-examine the Corn Laws, which he regarded as a hindrance to any relief measures involving the importation of food.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well, but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, the author of the source is Peel, so it is most appropriate for examining his perception of the problems facing the Conservative Government. The content is most valuable. Firstly, the outbreak of the Famine in Ireland is described as "disastrous", thereby indicating the need for an immediate and decisive response. Pressure of time is implied. Secondly, the Corn Laws, introduced in 1815, have to be re-examined in order to reconcile their relevance to the need for Irish relief. It is noteworthy that Parliament is in recess, and the urgency of these developments demands the possible "summoning" of Parliament. The nature of the source - a letter to cabinet colleagues - enhances its value, as it is strictly confidential, and quite solemn in its tone. Peel uses the word "we" four times, along with "our" and "us", suggesting that the unfolding crisis is one that not only involves himself as Prime Minister, but his entire cabinet and the Conservative Party. His final comment about his appreciation of the "seriousness of this situation" is indicative of a sense of foreboding about future events.

Level 4 ([10]–[13])

Answers should 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. One of the merits of the source lies in its authorship. Peel had been a prominent member of the Conservative Party for over thirty years, so he was well placed to appreciate the dangers which the outbreak of the famine posed for a party that was wedded to the principle of agricultural protection as enshrined in the Corn Laws. However, the source has limitations. For example, it does not fully explain the direct connection between the Corn Laws of 1815 and the need for the free import of grain into Ireland. While the source acknowledges the fact that it was the Conservatives who had introduced the Corn Laws, that in itself does not convey the depth of feeling that this legislation would arouse in 1845. For most Conservatives, the Corn Laws represented as much an ideological statement about the place of the landed interest in society as it did as an economic device to regulate corn prices. The tensions within the Conservative Party between the protectionists and those who were prepared to tolerate some amendment to the Corn Laws was very acute, as reflected in the solemnity of Peel's tone in his letter. Another limitation of the source is that it does not reveal the other problems with which Peel had to contend. Social problems had to be addressed, factory legislation was needed, the activities of the Chartists had to be confronted, the financial system had to be regulated and trade had to improve.

[13]

AVAILABLE
MARKS

13

- (b) Using **all** the sources, **and** your own knowledge, assess whether the Corn Laws represented the greatest problem Peel faced during his Second Ministry of 1841–1846.

AVAILABLE
MARKS

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)

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. The answer may comment on the fact that the famine in Ireland forced Peel to confront his party over the Corn Laws. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

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

AO2b:

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. For example, there may be some reference to some of the social or economic problems Peel faced. There will be frequent lapses in meaning due to shortcomings in legibility and grammar, with some defects in organisation and little specialist vocabulary.

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. Source 1 suggests that the forthcoming debate on the future of the Corn Laws will cause great difficulties for the Conservative Party. Source 2, written by a close friend and colleague, confirms Peel's apprehensions. Source 3 presents a synopsis of the other problems facing Peel.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, the answer may include comments from Peel about the Corn Laws, or from a contemporary about

Peel's response to the famine in Ireland.

AVAILABLE
MARKS

Level 3 ([7]-[9]) AO2 (a), ([7]-[9]) AO1 (b), ([6]-[8]) AO2 (b)

AO1b:

KNOWLEDGE ([7]-[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. There will be a more detailed account of some of the problems confronting Peel. He faced serious social problems which were referred to as the "Condition of England" question. England suffered from high food prices, rising unemployment, social unrest and low wages. One-fifth of the inhabitants of Liverpool lived in one-room cellars. Londoners drank untreated water from the Thames. Epidemics were constant. One-third of all children died before they reached the age of five. Financial problems were evident. Exports had fallen sharply, creating an industrial slump. There was a financial crisis in which many banks collapsed. Peel inherited a deficit of over £2m from the Whigs. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]-[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, with one source being neglected. Source 1 indicates that the Corn Laws present a barrier to an effective government response to the Famine in Ireland and by implication to any hope of improving trade. Source 2 emphasises that the economic issues associated with the Corn Laws are compounded by the passions they aroused among Conservatives. Source 3 is a retrospective assessment of the range of problems facing Peel, such as Chartist agitation.

AO2b:

INTERPRETATIONS ([6]-[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, responses could provide opinions from either Peel or his critics about the problems he faced, or later interpretations could debate which problems were the most challenging for Peel.

Level 4 ([10]-[12]) AO2 (a), ([10]-[12]) AO2 (b), ([9]-[11]) AO2 (b)

AO1b:

KNOWLEDGE ([10]-[12]): Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level response will provide a comprehensive assessment of the problems Peel faced in the period 1841-1846. Answers may reflect on the following themes. There were serious social problems associated with industrialisation and living conditions in the growing towns, as well as the wages and health of the working class who suffered most. Economic problems provided another problem for Peel. The economy was struggling as a consequence of stagnation in trade due to stifling tariffs, which directly brought Peel into a confrontation with his party over the Corn Laws. British tariffs, including the duty on imported corn, made imported food more expensive and raised the cost of living for the poor. Moreover, Peel believed

that the Whig deficit could only be quickly reduced by a change to the tax system. There was a lack of confidence in banks, as well as uncertainty about investment in companies which were unregulated, unregistered and not required to publish accounts. Factory legislation was needed to address serious shortcomings in the running of and conditions in industry. Mining conditions were particularly dangerous, and there was a need for the regulation of working hours for both adults and children. Safety improvements were needed for those working with machinery in factories. Chartist activity resulted in serious outbreaks of violence and strike action, for example in 1842.

The Anti-Corn Law League symbolised middle class disaffection with the landed interest, as there was resentment that the Corn Laws of 1815 were designed solely for the benefit of the landed interest at the expense of the rest of society. Peel regarded this confrontation between industry and agriculture in the 1840s as unhealthy, both socially and economically, and it therefore had to be urgently addressed. The repeal of the Corn Laws was an issue which involved social, economic and political consequences for Peel. Socially, the Corn Laws accentuated divisions between the landed interest and those involved in commerce. Economically, the Corn Laws were perceived by Peel as a barrier to improved trade, with the Famine in Ireland providing another argument for their amendment. Politically, the Corn Laws were symbolic of the power of the landed interest, and a cause of dissent among the emerging professional middle class. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using the information to inform the response. Answers will examine each source to determine how far the Corn Laws represented Peel's greatest problem in the period 1841–1846. Source 1 suggests that the Corn Law question is the most prominent issue for Peel, since the famine has created a crisis which makes an amendment of the Corn Laws inevitable. The tone of Source 1 betrays Peel's apprehension for the Conservative Party in the months ahead. Source 2 reinforces the view that the Corn Law question is of the greatest importance to Peel. Goulburn's language suggests foreboding. He uses words such as "alarmed", "fatal impact", "our enemies", "treachery" and mentions the prospect of the Conservative Party being "broken up in pieces". However, Source 3 suggests that the Corn Laws represented only one of a series of difficulties which confronted Peel during his Second Ministry. Reference here is made to the social and economic problems which he inherited as Prime Minister in 1841, as well as the agitation of the Chartists and the Anti-Corn Law League.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers could react to the interpretation of Peel in Source 1 regarding the significance of the outbreak of famine in Ireland for the Conservative Government. Candidates could provide contemporary comment from Peel regarding the Corn Laws or his wider economic views, or they could give later interpretations on

AVAILABLE
MARKS

the historical significance of the Corn Laws for the Conservative Party. Interpretations could be provided in relation to Source 2. For example, candidates could examine the extent to which Goulburn's views were shared by other members of the Conservative Party. Answers could also react to the implications of the statements made by Adelman in Source 3, in which he outlines the range of problems Peel faced during his Second Ministry. They can concur with Adelman's views, qualify them or disagree with them. It is more important that they debate the issues, consider evidence and substantiate a relevant line of argument. Adelman explains the nature of the social and economic issues which Peel had to face. He outlines Peel's economic philosophy and answers may observe that his aspiration to make England "a cheaper country in which to live" makes his review of the Corn Laws inevitable. Candidates should weigh up Adelman's analysis in relation to the crisis of the Famine and the pressure it put on the Corn Law issue. They may reflect that economic issues lay at the heart of most of Peel's problems, but the Corn Laws represented such a potent political symbol for the landed interest that any amendment would have deep political implications for Peel's Second Ministry.

[35]

Option 3**AVAILABLE
MARKS**

48

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 the aims of those who took part in the revolutions in the German states in 1848.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner **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 the aims of those who took part in the revolutions in the German states in 1848. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be more detailed and provide some coherent information about the aims of the participants in the revolutions in the German states in 1848. They may refer to the ideas of some of the liberal and nationalist leaders of the revolutions, as well as the grievances of the peasants and artisans, but their aims 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 many nationalists and liberals in the German states in 1848 aimed to unite Germany and establish liberal, constitutional government. Middle-class liberals were frustrated that, despite their growing economic power as a result of the establishment of the *Zollverein*, they had little political influence. They demanded freedom of the press and many also wanted greater economic freedom. Other middle-class professionals, such as doctors, lawyers, teachers and, above all, civil servants took part in the revolutions because they were frustrated by a shortage of career opportunities; in fact, almost all senior civil servants prior to 1848 were members of the nobility. Meanwhile, the handloom weavers, who were in many respects the flag bearers of the revolutions in Germany in 1848, demanded a return to their once secure economic position and retention of their social status by limiting the introduction of

the new technology which, they maintained, was destroying their livelihood. They demanded higher wages and shorter working hours. The aims of the peasantry were economic and social rather than political. Against the background of severe food shortages and widespread starvation due to crop failures and potato blight in 1846–1847, peasants demanded more food at cheaper prices. In areas where they had become tenant farmers as opposed to landless labourers, they also demanded cheaper rents. 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 note that, while the participants in the revolutions in Germany in 1848 had many common aims, there were also important differences. For example, most of the Protestant revolutionaries in Prussia wanted to exclude Austria from the future 'Germany', while their Catholic counterparts in the Southern German states insisted that it should be included. In addition, some of those who took part in the revolutions in 1848 aimed to establish a liberal, constitutional monarchy, while others supported a republic. Answers at this level may explore in greater depth the demands of the artisans, craftsmen and handloom weavers; they wanted protection for their jobs, export subsidies, the cheap import of raw materials, as well as free education and welfare measures for the elderly. Some revolutionaries were also motivated by regional and local grievances. For example, the peasants' demands for better economic conditions were most vocal in areas where they had the least freedom, such as in parts of the Rhineland, Silesia and South West Germany. But even in areas where they had gained a measure of independence, they still had to pay feudal dues to the landowners and on the eve of the revolution just 22 per cent of peasants in Saxony were self supporting. Meanwhile, in Bavaria, the sixty-two year old King Ludwig I became the only German monarch to lose his throne in 1848 because he refused to agree to the liberals' demands that he expel Lola Montez, a twenty-seven year old divorced dancer with whom he was having an affair. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the reasons for Prussia's economic strength in the period 1849–1871.

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

AVAILABLE
MARKS

be inaccurate and demonstrate a superficial understanding of the reasons for Prussia's economic strength in the period 1849–1871. 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 reasons for Prussia's economic strength in the period 1849–1871, referring perhaps to the role played by the *Zollverein*, the expansion of the Prussian railway network and its strong industrial growth. 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 note that Prussia had excellent natural resources which provided the basis for its rapid industrialisation. In particular, the Ruhr, which it gained in 1815, had rich coal deposits and in 1866, some 12 million tons of coal were being mined in Prussia annually, far more than in any of the other German states. Another key factor in explaining Prussia's economic strength was the establishment of the *Zollverein* in 1834. At that time, eighteen states belonged to it. The removal of tariff barriers promoted economic development and contributed to an increase in iron, steel and textile production in Prussia. Its railway network expanded significantly in the 1850s and 1860s, supported by the Prussian Government, and some lines were built not just for economic but also military purposes. Prussia's flourishing economy was also partly due to the activities of financiers such as Gerson Bleichröder. 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 provide more detail on Prussia's natural resources, observing that it had four major industrial areas (the Ruhr, Saar, Saxony and Upper Silesia) which provided plentiful supplies of coal, zinc and iron. Prussia also had a large labour force in these regions because of the exodus from the countryside to the towns and the desperate financial predicament of the handloom weavers which prompted them to find work in industrial concerns. The sharp increase in Prussia's population (from 15.1 million in 1841 to 19.5 million in 1866) also promoted economic growth. Its education system enjoyed a high reputation. The Prussian state played a key role in promoting industrial developments and was responsible for running the

AVAILABLE
MARKS

coal-mining industry. These industrial developments were supported by finance provided by credit banks set up in the 1850s; in fact, 115 joint stock companies were established between 1850 and 1858. Another important reason for Prussia's economic strength was its railway network. In 1850, Prussia was already well ahead of its rivals with 2,967 kilometres of track; by 1870, this had risen to 11 460 kilometres, almost twice the length of the network in the whole of Austria-Hungary. 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]

AVAILABLE
MARKS

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the strength of nationalist ideas in the Italian states between 1815 and 1870?

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. In 1856, Giorgio Pallavicino, a leading Italian nationalist, is attempting to persuade a close associate to accept his ideas for achieving a united Italy.

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 partly in the fact that its author, Giorgio Pallavicino, is a leading Italian nationalist and future President of the National Society. The value of the source is enhanced by the fact that, since Pallavicino is writing a private letter to a close friend, he is likely to be expressing his true opinions. Pallavicino is arguing that the military power of Piedmont is an essential prerequisite for the unification of Italy. He also sets out his ideas for the political structure of the unified Italy. Although emphasising that he has no particular liking for either the institution of monarchy or Victor Emmanuel II himself, Pallavicino maintains that the King of Piedmont-Sardinia must be offered the crown of Italy. This is partly in order to ensure that, having defeated Austria, the King does not betray the cause of Italian unification. In addition, Pallavicino insists that the ordinary people in the different Italian states will only support the idea of unification if Victor Emmanuel becomes Italy's first king. He therefore urges Manin to set aside his support for a republican Italy in the interests of Italian unification: 'So my friend, sacrifice your republican views for the sake of our country'. The source therefore suggests that the nationalist movement has to overcome important hurdles. Pallavicino is doubtful about King Victor Emmanuel's commitment to the nationalist cause and does not believe that the mass of the Italian people have much enthusiasm for the cause of unification. Moreover, there is even

disagreement among nationalist leaders about the political structure of the new Italy.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at the top of Level 4, candidates must include relevant contextual knowledge in their answer. For example, they may note that Pallavicino's recognition that the Piedmontese army was essential for achieving Italian unification was no doubt reinforced by Austria's brutal revenge in Milan, his home city, after it had put down the uprising of 1853. Answers will not only discuss the strengths of the source but also its limitations. The source has several important limitations. Firstly, it gives no indication of how representative Pallavicino's views about the strength of Italian nationalism actually were. He casts doubt on the commitment to unification of King Victor Emmanuel II, as well as the Italian people, and also identifies divisions among nationalist supporters, but it should be borne in mind that these represent the views of only one man. While Pallavicino originated from the state of Lombardy, the prospects for Italian unification depended largely on the attitude of political leaders in Piedmont, so the value of the source would have been enhanced by reference to the opinions of a statesman such as Cavour. The date of the source is another limitation since it is a snapshot of Pallavicino's view in one particular year and cannot give any insight into the strength of nationalist ideas from 1857 to 1870. [13]

AVAILABLE
MARKS

13

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which nationalist ideas brought about the unification of Italy in the period 1815–1870.

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 analyse and evaluate, 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)

AO1b:

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

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources and fail to utilise the source content to address the question about the extent to which nationalist ideas brought about the unification of Italy.

AO2b:

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

Level 2 ([4]-[6]) 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 the reasons for the unification of Italy in the period 1815–1870. There will be frequent lapses in meaning due to shortcomings in legibility with some defects in organisation and little specialist vocabulary.

AO2a:

SOURCES ([4]-[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 indicates that there was support for nationalism from some individuals but it did not capture the imagination of the ordinary people. Source 2 suggests that Cavour has no great enthusiasm for unification, while Source 3 provides a wider perspective on the factors which brought about the unification of Italy.

AO2b:

INTERPRETATIONS ([3]-[5]): Answers at this level will have some awareness of contemporary **or** later interpretations of the subject. They may refer to a comment from Camillo Cavour, Giuseppe Garibaldi or one of the other leading politicians in the Italian states about the reasons for the unification of Italy or outline the views of an historian about the role nationalism played in the unification process.

Level 3 ([7]-[9]) AO2(a), ([7]-[9]) AO1(b), ([6]-[8]) AO2(b)**AO1b:**

KNOWLEDGE ([7]-[9]): Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers at this level are likely to present a more detailed discussion of the extent to which nationalist ideas brought about the unification of Italy in the period 1815–1870. Answers may refer to the role of Mazzini, who could be regarded as the creator of Italian nationalism. In July 1831 he founded 'Young Italy', an organisation which aimed, through mass insurrection, to depose the rulers of the Italian states and establish a unified Italy as a republic. Answers may refer in this context to the foundation for a brief period of a Roman Republic in 1848. One of Mazzini's followers was Garibaldi, an Italian nationalist and democrat whose main contribution to the unification of Italy was as an outstanding and inspiring military leader. Answers may focus predominantly on Garibaldi's military achievements in the south of Italy, especially the triumph of his 1087 followers at the battle of Calatafimi in Sicily on 15 May 1860. In September 1860, he captured Naples unopposed and won the Battle of Volturno (near Caserta) in early October. In the subsequent plebiscites, held in Naples and Sicily, the population voted overwhelmingly for 'One Italy, Victor Emmanuel'.

AVAILABLE
MARKS

However, Garibaldi's main aim was not to capture Naples but Rome. But this plan failed due to the actions of Cavour and on 26 October Garibaldi handed over to Victor Emmanuel II, King of Piedmont, the territorial gains he had made. Responses may mention that Garibaldi undertook another unsuccessful march on Rome in 1862 and a similar expedition to Rome in 1867 suffered the same fate when his army was defeated by Papal and French troops. Answers at this level will begin to assess the importance of other factors in bringing about the unification of Italy. They may refer to Cavour's economic development of Piedmont in the 1850s, as well as his skilful international diplomacy. Answers may also observe that the cause of Italian unification was also aided by the favourable international situation in the 1850s. In particular, reference may be made to the role played by Napoleon III in 1859 when France joined forces with Piedmont against Austria and achieved military success at Magenta and Solferino, events which enabled Piedmont to gain Lombardy at the Peace of Villafranca. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation; for example, one source may be neglected. Source 1 puts forward Giorgio Pallavicino's vision of a unified Italian nation. He recognised that it would have to be under the leadership of Piedmont with the King of Piedmont-Sardinia, King Victor Emmanuel II, as King of Italy. He believed that the King would be willing to fight a war to exclude Austria from Northern Italy but did not trust him to support Italian unification. Pallavicino makes the point that the cause of Italian unification requires Piedmont's military power. Source 2 presents evidence of Cavour's attitude towards Italian unification. He does not appear to see it as a realistic prospect and his tacit support for the National Society was not based on support for its aims but hostility to the Mazzinians. Source 3 provides evidence suggesting that the National Society played an important role in financing Garibaldi's expedition to Sicily but points out that other factors contributed to the unification of Italy.

AO2b:

INTERPRETATIONS ([6]–[8]): Answers at this level will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of this subject. Answers at this level will show that a number of different factors brought about the unification of Italy. It is clear from Source 1 that there was support for unification from prominent nationalists such as Pallavicino and Manin. Source 3 confirms the role played by the National Society in promoting nationalism. However, Sources 1 and 3 indicate that there were arguably more important factors which brought about unification. Both sources suggest that the ordinary people displayed little enthusiasm for unity, while Cavour sought the expansion of Piedmont rather than the unification of Italy.

Level 4 ([10]–[12]) AO2(a), ([10]–[12]) AO1(b), ([9]–[11]) AO2(b)**AO1b:**

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 the unification of Italy was brought about by nationalist ideas in the period 1815–1870. Answers at this level may discuss in greater depth the role of the National Society in achieving unification. Although it never had more than 2,000 members, it attracted writers and journalists and helped to spread anti-Austrian sentiments. It sought to bring about insurrection throughout the Italian states without being seen as an instrument of the Government of Piedmont. Responses at this level will also assess in greater depth the other factors which helped to bring about the unification of Italy. They will recognise the pivotal role of Cavour, dating back to the lessons he learnt from the failure of the revolutions in 1848–1849, the success of Piedmont's participation in the Crimean War and the subsequent peace conference which established both the Italian question and the presence of Piedmont amongst the Great Powers. Answers may also assess the contribution of Victor Emmanuel II to the unification of Italy. Reference may also be made to Venetia being ceded to Italy in 1866 after Prussia, under Otto von Bismarck, had defeated Austria in the Austro-Prussian War and Italian troops taking over Rome in September 1870 when French troops withdrew following their defeat in the Franco-Prussian War. In this context, answers may refer to the unusually favourable international situation at this time which facilitated the unification of Italy. In particular, answers may discuss the important role of Napoleon III in bringing about the unification of Italy. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment of the extent to which nationalist ideas were responsible for the unification of Italy. Answers at this level may establish links between the various sources. For example, Sources 1 and 3 state that ordinary Italians had little interest in or enthusiasm for the unification of Italy. 'United Italy' was, as Lucy Riall argues in Source 3, the 'creation of the kings not of the people'. Similarly, Sources 2 and 3 imply that Cavour was not a supporter of Italian unification but instead sought an increase in Piedmont's power. According to Riall, the Prime Minister of Piedmont- Sardinia regarded nationalism 'as a means of emphasising Northern Italy's separate political interests against those of Austria'.

AO2b:

INTERPRETATIONS ([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 the unification of Italy was achieved by nationalist ideas. They will display an awareness of the nature of the historical debate about the causes of Italian unification and how different schools of thought place emphasis on different factors. For example, answers may point out that, according to some historians, regional and even local loyalties were far deeper in the

AVAILABLE
MARKS

Italian states than any sense of national identity, especially in rural areas. Other historians underline the importance of economic and social factors in bringing about unification, regarding it as a process brought about by the economic strength of Piedmont. Others argue that Italian unification came about as a result of Cavour's adroit diplomacy or maintain that it was the result of the unusually favourable international situation in the 1850s. Answers may refer to the views of contemporaries about the extent to which nationalist ideas were responsible for the unification of Italy. [35]

Option 4

**AVAILABLE
MARKS**

48

60

Option 5: Germany 1918–1945

AVAILABLE
MARKS

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

- 1 (a) Explain how the political leaders of the Weimar Republic from 1930 to January 1933 contributed to its decline.

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 Weimar leaders contributed to the decline of the Republic between 1930 and January 1933. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide an understanding of the contribution of some Weimar leaders to the decline of the Republic between 1930 and January 1933 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 reveal a competent awareness of the contribution of Weimar leaders to the decline of the Republic between 1930 and January 1933 with few omissions. Answers may discuss the contributions of Schleicher, von Papen and President Hindenburg towards the end of the period in greater depth than the contributions of Müller and Brüning in the earlier phase of the period or vice versa. In May 1932, Chancellor Brüning was dismissed as President Hindenburg turned against him. Hindenburg asked von Papen to form a non-party Presidential Government. It did not contain any members of the Reichstag. With deadlock in the Reichstag, Hindenburg dissolved it and held an election in July 1932. Extremist parties continued to make gains. Von Papen tried to struggle on, but after a vote of no confidence in his government was passed by the Reichstag, Hindenburg dissolved the Reichstag and allowed new elections. After the November 1932 election the new Reichstag was as unworkable as the old one. In December 1932, General Schleicher persuaded Hindenburg to dismiss von Papen

and appoint himself as Chancellor. Von Papen then took the initiative and intrigued against Schleicher to get revenge for his own dismissal. Hindenburg appointed Hitler as Chancellor in January 1933. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the contribution of Weimar leaders to the decline of the Republic between 1930 and January 1933, explaining the roles of Chancellors Müller, Brüning, Schleicher, von Papen and President Hindenburg. Müller's SPD-led coalition government was divided over measures to deal with the impact of the depression, particularly over whether to increase unemployment contributions to fund the increasing numbers needing relief. In March 1930 Müller resigned when President Hindenburg refused to use Article 48 to support his government. Müller's Government was to be the last coalition government with a working majority in the Reichstag, and it marks the effective end of parliamentary government. Hindenburg then appointed Brüning as Chancellor. He formed a centre-right government but one without a majority. When the Reichstag rejected the government's finance bill, Brüning had the bill issued by Article 48. Faced with opposition within the Reichstag, he persuaded Hindenburg to dissolve it. As a result of the election in September 1930, any government would have found it hard to get a majority in the Reichstag. The Brüning Government survived by relying on Presidential decrees. The Chancellor took little action to reduce the impact of the depression that was causing a massive increase in unemployment. Partially due to his unimaginative policies, Nazi support increased, as was illustrated by Hitler's support in the Presidential election in early 1932 which Hindenburg won. Chancellors Papen and Schleicher had little support in the Reichstag and depended upon Presidential support to issue decrees. There was pressure by the right-wing elite to change the Weimar system by reducing the power of parliament and establishing a more authoritarian government. Eventually this elite was prepared to co-operate with Hitler to bring about the collapse of the parliamentary system. They realised that they would have to use the mass support behind Hitler to establish a more authoritarian system. Ultimately, Hitler was brought to power due to the political intrigue of von Papen and Hindenburg. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the impact of Nazi policies on young people in Germany between 1933 and 1939.

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)**.

AVAILABLE
MARKS

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about how young people were affected by Nazi policies in Germany between 1933 and 1939. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information concerning how young people were affected by Nazi policies in Germany in the period 1933–1939 but with significant omissions. For example, they may discuss Nazi youth movements such as the Hitler Youth for males but fail to mention the League of German Girls for females. 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 consider how young people were affected by Nazi policies in Germany in the period 1933–1939. Answers may reveal a competent awareness of Nazi policies towards young people in terms of Nazi youth movements but omit to discuss sufficiently the impact of Nazi education policies. Alternatively, they may display a competent awareness of the impact of Nazi education on young people but fail to discuss Nazi youth movements. Nazi youth movements for males involved the German Youth for boys aged between 10 and 14 and the Hitler Youth for male teenagers between 14 and 18. All other youth organisations, except those linked to the Catholic Church, were either banned or taken over. Membership of the Hitler Youth was made compulsory in 1939. There was constant political indoctrination and physical activity. Boys were prepared for their future role as warriors. The opportunity to participate in sports and camping trips away from home made the Hitler Youth attractive to millions of German boys. The Nazi emphasis on struggle, sacrifice, loyalty and discipline became accepted as the norm. Nazi youth movements for girls involved the Young Girls for girls aged between 10 and 14 and the League of German Girls for female teenagers between 14 and 18. These organisations prepared girls for their future role as housewives and mothers. Girls were taught to be healthy and fit for their future role as childbearers. There was also political indoctrination, of which racial awareness was an important element. 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.

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 provide a comprehensive explanation of how young people were affected by Nazi policies between 1933 and 1939. The Nazis used two major institutions to try to indoctrinate young people, youth groups and the school system, and both these issues must be discussed in order to achieve a minimum Level 4 mark. The Nazi strategy on education had a number of strands. Initially, it aimed to exercise greater control over the schools. Regulations were issued co-ordinating teachers. To ensure that all teachers followed the party line, they were pressurised into joining the National Socialist Teachers' League. By 1937, 97% had done so. The other major strategy was to change the curriculum. Nazi ideas were incorporated into subjects such as biology and history and there was great emphasis on physical exercise. There was also a move away from co-educational schools to ensure that the different sexes received an appropriate education. Candidates may refer to the existence of opposition youth groups such as the Swing Youth and the Edelweiss Pirates before 1939 to illustrate that a minority rebelled against Nazi policies towards young people. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[12]

AVAILABLE
MARKS

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying Germany's economic recovery under the Nazis by 1936?

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. Hitler gives an explanation for the economic success of the Nazi regime up to 1935.

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. Hitler is emphasising that, from the beginning of the Nazi regime, he had one major issue to deal with: the consequences of the depression. With over 6 million unemployed in January 1933, he stresses that it was necessary to provide work. He then proceeds to outline measures that were taken to bring about an economic recovery. The word "planned" is used three times by Hitler to justify the necessity of state interference in the economy due to

the situation the country faced. He refers to measures such as job creation, market regulation and control of prices and wages, brought about partly by the destruction of trade unions and employers' organisations. The *Führer* claims that, in view of the economic situation his government inherited, it has been successful. Throughout the extract Hitler identifies the policies of his government as being in the interests of the German people with the use of words such as "we", "our" and "we only succeeded because of the vigour and energy of the whole of the German nation." The source is valuable as it gives the perspective of the Nazi dictator in a public speech concerning the economic achievements of the regime after two and a half years in power.

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 several limitations. Firstly, due to its date it only gives the historian an insight into Nazi economic policies up to 1935. It cannot inform historians about Nazi economic policies in 1936. Secondly, since it is a public speech by Hitler, which was probably reported to German society at large, it has an element of propaganda about it in that Hitler's motive was to justify the economic policies the government adopted by portraying them as necessary and successful. From their contextual knowledge, candidates may point out some omissions. Hitler does not acknowledge the contribution of Hjalmar Schacht who, as President of the *Reichsbank* since March 1933, had implemented the policies of state regulation to bring about an economic recovery. Candidates may give more information concerning some of the measures to which Hitler refers. Deficit financing was used to boost the economy, with the state providing public works to reduce unemployment. The New Plan of 1934 was an illustration of the state regulating the market. Government control of wages and prices helped to prevent inflation. The German Labour Front (DAF) was set up in May 1933 after independent trade unions were banned. Membership included employers as well as employees. Industry was brought under state supervision as all firms were part of the Reich Economic Chamber. [13]

AVAILABLE
MARKS

13

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which the Nazis achieved their economic aims in Germany in the period 1933–1939.

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

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

AO1b:

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is

in narrative form with limited understanding, explanation, analysis and judgement. A superficial awareness of Nazi economic policies in the period 1933–1939 will be revealed. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2a:

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question concerning the extent to which the Nazis achieved their economic aims.

AO2b:

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

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

AO1b:

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. For example, there will be a limited assessment of the success of Nazi economic policies in the period 1933–1939. From 1933 to 1936, in the recovery phase of the Nazi economy, the priority was to reflate the economy through government spending on public works, rearmament spending and subsidies to private firms. From 1936 rapid rearmament became the priority. Göring's Four-Year Plan was to prepare for war through autarky by expanding domestic production and developing synthetic substitutes. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2a:

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 gives some information on how the Nazis brought about an economic recovery after the depression. Source 2 reveals information about unemployment being reduced and the revival of industrial production. Source 3 gives information on the aims and results of the Four-Year Plan of 1936.

AO2b:

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, a contemporary comment on the effectiveness of Nazi economic policies in achieving their aims in the period 1933–1939 may be made.

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

AO1b:

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. There will be a competent assessment of the extent to which Nazi economic policies achieved their

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MARKS

aims in the period 1933–1939, with the 1933–1936 phase perhaps being discussed in greater depth than the 1936–1939 phase. The most important challenge facing the Nazis on taking office was to reduce unemployment. The work schemes first used by von Papen and Schleicher in 1932–1933 were extended by the Law to Reduce Unemployment of June 1933. These work schemes were part of an overall job creation project. The so-called “Battle for Work” was extended by the government lending money to private companies so that they could create jobs. Five billion reichsmarks were invested in work creation schemes by 1935. This policy proved successful. In 1933, 25.9% of the work force in Germany was unemployed, but by 1936 it had fallen to 7.4%. The growth in state investment was a major factor in explaining why unemployment fell sharply. In March 1933, Hitler appointed Hjalmar Schacht as President of the *Reichsbank*. One of his first acts was to increase state control of foreign trade. In the summer of 1934, he was made Minister of Economics. He introduced the “New Plan” in September 1934 which gave the government extensive powers to regulate trade and currency transactions. This New Plan was introduced in the face of a foreign exchange crisis which was the result of Germany importing more goods than it exported. In 1934 Schacht also proceeded to negotiate a series of trade agreements with countries in South America and south-eastern Europe which aimed to prevent Germany running up a huge foreign currency deficit, whilst still being able to procure essential raw materials. Schacht also created a policy aimed at encouraging the growth in demand in the economy. This was done by the introduction of Mefo Bills. These were bills issued by the government as paying for goods. They were then held by investors or banks and could either be exchanged for cash or held for up to five years, earning 4% interest a year. Hitler’s main long-term objective was to create an economy which could support sustainable rearmament. By 1936 the economy had recovered to such an extent as to make this possible. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2a:

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, one source may be neglected. Source 1 gives an insight into the short-term priority of the Nazi leadership to reduce unemployment and outlines some of the policies that were carried out to bring about a short-term economic recovery. Source 2 expresses reservations about the nature of the economic recovery, suggesting that it was not that stable. Source 3 provides an assessment of the Four-Year Plan of 1936.

AO2b:

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, there may be opinions regarding how successful Nazi economic policies were in bringing about a sustainable economic recovery and whether the Four-Year Plan of 1936 achieved all its objectives with regard to rearmament and autarky.

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

AO1b:

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and

deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of Nazi economic policies in the period 1933–1939, with both the 1933–1936 recovery phase and the 1936–1939 rearmament phase being discussed in depth. The long-term economic objective of the Nazi leadership was to produce an economy which could prepare the country for war with sustained rearmament. There were problems which potentially could have prevented this from happening. Germany was still importing large amounts of foodstuffs such as butter and vegetable oil. It also needed to import raw materials such as lead and copper to sustain rearmament. Problems grew worse by 1936 as Germany used up its reserves of raw materials and was forced to buy them with its limited stock of foreign exchange. The problem was that Germany could not afford to import large quantities of food and raw materials for rearmament. The Nazis' solution was to cut imports and embark on a policy of greater self-sufficiency. In April 1936 Göring was appointed Commissioner of Raw Materials. This was to be partly achieved by manufacturing rubber and oil synthetically. The manufacturing company IG-Farben persuaded the Nazi regime that such a process was possible. The Four-Year Plan of 1936 was based on the policy of autarky and gradually Göring took full control of the economy and targets for production were set. The policy of self-sufficiency was not a complete success. By 1938 Germany's balance of trade deficit had risen to 432 million reichsmarks. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2a:

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 can be utilised to provide information concerning how the Nazis reduced unemployment in the early years of the regime through a planned economy involving job creation, market regulation, control of prices and wages and the co-ordination of the workers and business. Source 2 can be utilised to illustrate that by 1937 unemployment had been reduced and the gross national product had almost recovered to the pre-depression level. The role of rearmament in aiding economic growth is also highlighted. Source 3 can be utilised to provide information on the 1936–1939 phase of the Nazi economy. Emphasis is placed on the priority of rearmament from 1936 with the Four-Year Plan under the direction of Göring trying to achieve autarky. Source 3 also refers to the regime's attempts to expand synthetic production and suggests that the plan was not completely successful in terms of the continued need for imports.

AO2b:

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers could react to the interpretations of the contemporary John Gunther in Source 2 and the historian Stephen J. Lee in Source 3 in relation to how successful Nazi economic policies were in achieving their aims of recovery, rearmament and autarky. Answers may 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. In contrast to the optimism

of Hitler in Source 1 concerning Nazi economic achievements, Sources 2 and 3 both express reservations concerning the results of Nazi economic policies. Gunther in Source 2 is quite critical of the consequences of Nazi economic policies. He had reservations concerning the extent of the economic recovery with his use of the word “superficially” and, while he acknowledged that the Nazis had reduced unemployment, he suggested that this had been achieved to a large extent by rearmament. He described the situation as a “not very substantial boom”, perhaps implying that the Nazis’ economic achievements were being exaggerated. The reference to the fact that the “economic state of the country remained fragile” suggests that by 1938 Gunther believed that the Nazi economy could not be characterised as stable and he had reservations concerning whether the so-called recovery could be sustained. The doubts he expressed in 1938 could prompt candidates to discuss whether the economic problems the regime was experiencing by 1938 amounted to a crisis. The historian Lee in Source 3 is quite critical of the achievements of the Four-Year Plan of 1936, suggesting that it “was not entirely effective”, therefore implying that autarky had not been achieved and acknowledging that not all targets were met. Candidates can also offer their own interpretation, supported by evidence, with regard to the extent to which Nazi economic policies were successful. [35]

Option 5

Total

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MARKS**

48

60

60

