



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2017**

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## **History**

**Assessment Unit AS 1**

**[AH111]**

**WEDNESDAY 17 MAY, AFTERNOON**

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**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:
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience, etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

## Option 1: England 1520–1570

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

- 1 (a) Explain why Henry VIII broke away from the Roman Catholic Church.

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

**Level 1 ([0]–[3])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically mention that Henry VIII wanted to divorce Catherine of Aragon so he could marry Anne Boleyn. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([4]–[6])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some explanation. They may concentrate on the personal reasons for the break with Rome. Henry VIII was discontented with his wife Catherine of Aragon as she had failed to provide him with a son and male heir. Anne Boleyn arrived at Court and was not prepared to become his mistress. As time progressed, Henry convinced himself that his marriage was illegal, using the Bible as evidence, and so he sought a divorce. As the Pope would not grant him one, he decided to break from the Roman Catholic Church and establish his own English Church. 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 address the personal and religious reasons for the break with Rome. Henry VIII believed that his marriage to Catherine of Aragon was unlawful as she had been previously married to his brother, Arthur. He believed that, because of this, God would not provide him with a male heir. Catherine refuted this and proclaimed that her marriage to Arthur had not been consummated. Since the Pope would not grant a divorce, he sent his representative to England in the hope that the King would tire of Anne or Catherine would retreat to a monastery. Answers may also refer to the state of the Roman Catholic Church at this time. In England there was an increase in anti-clericalism and anti-papalism. Many were unhappy with the corruption within the Church; there had been a Reformation in Europe and these ideas had spread to England. Henry was able to use this to gather support for a break with Rome. 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 may refer to a variety of factors which contributed to the break with Rome. They may mention Henry's personal desire for a divorce and his inability to achieve this through the Roman Catholic Church. Divorce was not uncommon but at this time the Pope was being detained by Charles V, Catherine's nephew, and therefore he was unable to grant a divorce. Instead he attempted to stall proceedings in the hope that events would change. Henry became more frustrated and Thomas Cromwell saw this as an ideal opportunity to break with Rome. He was a reformer and wished to reform the Church so he used the economic and financial benefits of a break to entice Henry to take action. The Roman Catholic Church and the Pope were very wealthy and, if Henry broke from the Church, this wealth would be transferred to him. At this time there was also an increase in nationalism and a growing consciousness of an English state. Henry was able to use this to gain support for a break with Rome. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- (b) Explain why the Northern Earls rebelled against Elizabeth I in 1569.

**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 will give a narrative account of the rebellion of the Northern Earls. Answers may typically mention that Mary, Queen of Scots arrived in England in 1568 and the Northern Earls wished to place her on the throne. To do this they hatched a plot to release Mary, marry her to the Duke of Norfolk and replace Elizabeth. 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. Responses will start to explain why the Northern Earls rebelled. They were Catholic and unhappy with the Protestant Queen Elizabeth I. Mary, Queen of Scots was a legitimate Catholic heir to the throne and she was prepared to marry the Duke of Norfolk to ensure a Catholic dynasty. 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. By 1569 the Elizabethan Church Settlement had been firmly established and it was clear that Elizabeth had created a Protestant Church and state. Some of her Catholic subjects were unhappy with this. Many in the kingdom were also concerned about the question of succession. Elizabeth seemed unprepared to marry or name a successor. The political elite was concerned about this and the possibility of Robert Dudley being named as successor. Mary, Queen of Scots was prepared to marry the Duke of Norfolk and make England Catholic once again. By marrying Norfolk she would also be satisfying the nobility of the north who were concerned about their power and influence. 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 will fully explain the various reasons why the Earls in the North rebelled. Religiously, they wish to see a return to the traditional Catholic Church. Politically, they were concerned about their position. They had dominated the north and now Elizabeth was placing her men, and not traditional noble families, in positions of power. An anti-Cecil faction was emerging in Court, a direct attack against William Cecil, who had been promoted due to ability and not position. The Duke of Norfolk was particularly unhappy with the treatment he received from Elizabeth. The Earls were able to exploit religious fears to gain support from the lower classes. They used this in an attempt to maintain and strengthen their power. It is also worth noting that at this time Philip of Spain's proposal of marriage had been rejected by Elizabeth and she had also seized gold bullion from him and he supported the rebels. It is no coincidence that the rebellions took place in the north as this had always been an area of tension. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the demands of the rebels of the Western Rebellion of 1549?

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

**Level 1 ([0]–[3])**

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. For example, this source is useful as it illustrates some of the grievances of the rebels of the Western Rebellion. They are concerned about baptism, services in English and taxation.

**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 tells us that the rebels are concerned with baptism, fearing that this will only occur on holy days. They are also offended about services being held in English and not Cornish. They believe that Edward VI is not the author of the new Prayer Book and are concerned about the new taxes being placed on cloth, sheep and property. They are also concerned about the shortage 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, this is an extract from a letter written by Protector Somerset on behalf of King Edward VI and is therefore a potential strength. The date and audience are potential strengths as the letter was written in July 1549 when a series of rebellions occurred and was addressed to the rebels in the West, who had previously expressed their grievances to the King. The main motive of this letter is to address the rebels in a calm manner to ease discontent and prevent rebellion. Somerset is outlining the concerns they have expressed. These are religious, political, economic and social. The rebels are concerned about baptism and the use of the English language in services. They also imply that Edward VI is not the true author of the Prayer Book and that this has been produced without his consent. Somerset assures them that this is not the case. He also highlights their concerns regarding the new taxation on cloth, sheep and property, as well as the shortage of food.

**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, since the letter is written by Somerset and not Edward VI, this may limit its value. Throughout this period, concern was expressed regarding Somerset's influence over the King. Many believed that he ruled as an autocrat and took little notice of the minor King. This source was written in the summer of 1549, when there was much discontent throughout the countryside and this culminated in a series of rebellions known as the "Many Headed Monster". From their contextual knowledge, candidates may mention that there were many reasons for this. Politically, people were unhappy with Somerset's rule. Religious changes

had taken place and many objected to the fact that the country had become a Protestant nation. 1549 was a year of poor harvests and disease. To ease the situation, Somerset had introduced taxes on cloth and sheep. This affected the lower end of society and led to further hardships. The West was particularly badly affected by this. In Cornwall they were also concerned about new changes and their loss of national identity and language. This source is limited in that it is not from the rebels themselves and is merely a response to the grievances they addressed to the King. Although it highlights certain grievances, it does not tell us why they were unhappy about them. It does not explain why the question of baptism was of such concern. It does not tell us what they are unhappy about concerning the new Prayer Book. It also does not mention why there is a shortage of food. [13]

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- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which religion was the cause of the rebellions of 1549.

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

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

**AO1b:**

**KNOWLEDGE ([0]–[3]):** Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, the answer will give a narrative account of either the Western or Kett Rebellion. It will not address the factors which contributed to the rebellion. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

**AO2a:**

**SOURCES ([0]–[3]):** Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which the religion was the cause of the 1549 rebellions. Source 1 illustrates that the people of the West were unhappy in 1549 for a number of religious, economic and social reasons. Source 2 suggests that some were unhappy with enclosures and the power of the landlords. Source 3 illustrates that there were many reasons why rebellions took place and it is difficult to judge the role religion played.

**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. Somerset had further reformed the Church and created a truly Protestant Church. Many were unhappy with this, particularly the attack on

the customs and practices of the old religion. They were concerned about the sacraments and holy days, as well as the new Prayer Book. This was evident in Devon and Cornwall where the population remained loyal to the Catholic Church. They were particularly unhappy about the dissolution of the monasteries. The dissolution of Glasney and Crantock colleges ended scholarships which helped to sustain the Cornish language. They feared the enforcement of the Act of Uniformity and took up arms to defend the old religion. This is clearly evident in their list of demands where they call for the reintroduction of Catholicism, the return of communion and the use of Latin, prayers for the dead and mass every Sunday. The removal of familiar imagery and the use of the new Prayer Book provoked violent protest. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

**AO2a:**

**SOURCES ([4]–[6]):** Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 suggests that the rebellions were caused by religious grievances. It mentions concerns regarding baptism and a fear that this will only take place on holy days. It also mentions the new Prayer Book and concerns that the King is not fully aware of its content. Source 2 suggests that religion was not the real motive behind the rebellions. Source 3 suggests that it is difficult to judge for certain what role religion played in the rebellions. Certainly the Western rebellion was based on religious grievances.

**AO2b:**

**INTERPRETATIONS ([3]–[5]):** There will be some awareness of contemporary or later interpretations. For example, contemporary opinion suggested that religious grievances were central to the rebellions of 1549. Later interpretations suggest that religion did play a role in the rebellions but there were also other factors which contributed to the discontent.

**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. Answers will begin to assess the role religion played in the rebellions of 1549. Although the enforcement of the Act of Uniformity and the use of the new Prayer Book did provoke opposition, these were not the only grievances in 1549. Many were unhappy about Protector Somerset and his autocratic style of government and overuse of proclamations. Many ruling landlords and gentry felt that he was encroaching on their power. They were unhappy about their demotion in the political arena. His policies were also proving unpopular and affected the economy of the country; further debasement of the coinage, along with bad harvests, intensified the situation. His taxes on cloth and sheep were affecting all sectors of society, particularly the lower classes. Rumours spread that there would be further taxation on livestock. Hale's Enclosure Commission had given false hope to the poor and antagonised the landed class. This, combined with an increase in rents, infuriated the poorer in society. By 1549 England was at war with both Scotland and France, increasing tension as it led to greater economic hardship. Many saw this as an opportunity to remove Somerset and 1549 marked the beginning of his fall from power. 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.

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**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 religion played a central role in the rebellion in the West but it was not the only factor. Economic and social grievances are also mentioned. Source 2 suggests that religion was not the central issue behind rebellion. It suggests that rebellion was caused by discontent regarding the enclosing of land and political factors. Source 3 suggests that religion played a role but there were also underlying economic and social issues which had not been addressed. There was also opposition to the gentry and their increase in power due to the Reformation.

**AO2b:**

**INTERPRETATIONS ([6]–[8]):** Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, contemporary interpretation suggests that religion was central to rebellion. Somerset had committed the country to Protestantism without the consent of the people and they were outraged. This is reflected in the Western Rebellion's list of grievances. Later interpretations suggest that many factors contributed to rebellion. Although Somerset was seen as the "good Duke", revisionists have refuted this.

**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 causes of the rebellions of 1549 and compare the Western and Kett rebellions. 1549 was the year of great discontent for a number of reasons. Protector Somerset and his style of government were proving unpopular. In the Western rebellion's demands, they referred to the influence of "evil counsellors" referring to the role of Somerset. Many from the political classes saw 1549 as a chance to topple him from power. There were also economic and social problems in 1549. A series of bad harvests and the cost and effects of war had done little to improve the situation. Rather than look for a long-term solution and a review of the system, Somerset had continued with the disastrous policy of debasement of the coinage. He had also increased taxation which affected all sectors of society. His Vagrancy Act did much to diminish his reputation. His religious policies also proved unpopular. Although he continued with the Protestant Reformation, he did not do enough to appease the radicals in society who had helped him to establish power. The traditional faction of Catholics felt that he had gone too far and this is clearly seen in the demands of the Western Rebellion. It is worth noting that 1549 – the year of the Many Headed Monster – was a complex year and it is difficult to attribute a single cause to the discontent expressed. Certainly the Western Rebellion centred on religious grievances. It was known as the "Prayer Book Rebellion". However, those taking part in the Kett rebellion used the new Prayer Book before they protested. Local issues also contributed to rebellion. In Devon, the government agent, William Body, intensified the hatred felt towards the religious changes and the attacks on church property. In the Kett rebellion a drunken feast and attack on enclosure fences and hedges led the people to rebel. It was an attack on Flowerdew's enclosure which triggered rebellion. Candidates could conclude that there were many factors which contributed to the rebellions of 1549 apart from religion. They could also conclude that each rebellion

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had local grievances which triggered rebellion. 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 suggests that, although religious change was a concern to the rebels, it was not the only one. It implies that local issues also played a role and that the people of Cornwall were concerned about their loss of culture and language. Source 2 suggests that local issues also contributed to the rebellions. It mentions the pulling down of fences and a desire to recover the common land. It also mentions the involvement of soldiers and their quest for loot. Source 3 suggests that the Western rebellion was the only rebellion in the West which centered around religion.

**AO2b:**

**INTERPRETATIONS ([9]–[11]):** Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to the opinion of the rebels, both the commoners and their leaders. The commoners were concerned with religion, while the political elites were concerned with the encroachment on their power. Later opinion believes that the rebellions were multi-causal and could not be attributed to one specific factor. They also emphasise the importance of local issues in provoking the rebellions. [35]

**Option 1****AVAILABLE  
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## Option 2: England 1603–1649

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

- 1 (a) Explain the aims of James I's foreign policy in the period 1603–1625.

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

**Level 1 ([0]–[3])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate and provide a superficial explanation of the aims of James I's foreign policy between 1603 and 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 English foreign policy aims in the period 1603–1625. James I wished to avoid war and thus opted for a balanced, pacific foreign policy. 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 a greater awareness of English foreign policy aims in the period 1603–1625. James aimed to keep England at peace. He signed the Treaty of London in 1604, ending Elizabeth's long war with Spain. Improving relations with Spain was an important objective of James's foreign policy and he maintained a close relationship with its ambassador. James I also aimed to act as a mediator in Europe. He helped to prevent war in the Julich Cleves dispute and participated in negotiations that led to the Truce of Antwerp between Spain and the United Provinces. James also used the marriage of his children to further his interests abroad. He married Elizabeth to Frederick of the Palatinate, although this alliance was to put pressure on James to come to his son-in-law's assistance during the Thirty Years' War. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([10]–[12])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the key aims of English foreign policy in the period 1603–1625. James I aimed to pursue a policy of peace. His motto was ‘Blessed are the Peacemakers’ and he believed that the avoidance of war was in England’s national interest. This also reflected the inability of England to pursue an aggressive foreign policy. James pursued a pro-Spanish foreign policy for much of his reign. After making peace with Spain in 1604, the pursuit of a Spanish Match became a key objective. He negotiated with Gondomar to this end, even agreeing to execute Sir Walter Raleigh and lift penalties on English Catholics in return for Spanish favour. After 1618, James aimed to use the negotiations to persuade Spain to withdraw from the Palatinate. When negotiations broke down in 1623, winning the return of the Palatinate to Frederick remained a key objective of English foreign policy. James also aimed to follow a balanced foreign policy. He sought good relations with Catholic and Protestant powers. The Spanish Match was balanced by the marriage of Elizabeth to the Elector Palatine. James also pursued good relations with France, which were used to good effect in the Julich Cleves crisis. In the final years of his reign, with the Spanish Match no longer possible, James attempted to build closer relations with France. A French marriage was arranged and French assistance was sought in advance of the Mansfield Expedition. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the reasons for the opposition to Charles I’s Personal Rule in the period 1629–1640.

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

**Level 1 ([0]–[3])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will be inaccurate and provide a superficial explanation of the opposition to Charles I during his Personal Rule. 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 reasons for the opposition to Charles I’s Personal Rule. Archbishop Laud’s religious policies provoked widespread opposition, as did the range of financial devices employed by Charles to raise money without calling his parliament. 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.

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**Level 3 ([7]–[9])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will be more detailed and show greater awareness of the reasons for the opposition to Charles I's Personal Rule. Laud's religious policies were the most significant cause of opposition, although it was the way in which he implemented them that caused most resentment. There should be a more complete explanation of Charles I's financial policies during his Personal Rule and the extent of opposition they provoked. Answers may highlight the controversial collection of Ship Money and the court case taken by John Hampden in 1637. The closed and Catholic nature of Charles's court also caused suspicion during the Personal Rule. His wife, Henrietta Maria, and her fellow Catholics at Court alarmed the Puritans. Candidates may also explain how Thomas Wentworth was identified, alongside Laud, as the cause of many of the problems. 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 reasons for the opposition to Charles I's Personal Rule. Charles faced widespread opposition over his use of prerogative devices to raise money. Forest fines, knighthood fines and nuisance fines were all understood to be legal but were perceived as desperately unfair. Ship Money and the continued collection of customs without parliamentary consent were considered by many to be illegal, despite the judgement in the Hampden Case. It was also feared that, in establishing a source of revenue independent of Parliament, Charles was laying the foundations of absolutist rule. The Laudian religious policy was also extremely controversial, especially among the elite. So was the use of prerogative courts such as Star Chamber to enforce the King's will over the church. The emphasis on ceremony and the elevation of the role and status of the clergy were seen by some as a reversion to Catholicism. Good candidates may note that the King's foreign policy, while limited, did exhibit a pro-Spanish bias. Charles himself was a private, uncommunicative man whose closed court only served to fuel the rumours of absolutism that his financial and religious policies had begun. 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

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying James I's handling of royal finances between 1603 and 1625?

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

**Level 1 ([0]–[3])**

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. For example, the Privy Council is anxious that James should give fewer gifts to courtiers.

**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 Privy Council claims that James is anxious to "improve his financial position". The source also tells us that the Council has been asked to "investigate ways of increasing the royal revenue". It is clear, however, that councillors believe that James has been too generous and that this has 'diminish[ed]' his resources. It is also suggested that some of the recipients may have been "people of no merit or value".

**Level 3 ([7]–[9])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The source was written by the Privy Council acting as one. This, therefore, presents its collective view. It is useful to hear the views of one of the most important institutions of government, which clearly feels strongly about James I's handling of royal finances. It also had considerable experience of royal finances, which would have been the subject of many of its discussions. The memoirs were written in 1605 and represent a contemporary view of James I's handling of royal finances. It is interesting to note that concerns were raised even at this early stage of James's reign. The audience was James I. As the document was not intended for publication, it may be argued that councillors felt greater freedom to be open and frank with the King. In terms of content, answers may point out that Privy Councillors were clearly exasperated with James I. He has asked them to investigate new sources of revenue but their response is to warn against extravagance. Answers may point out that the source highlights the negative consequences of James's excessive generosity. The authors warn that James's largesse will 'breed contempt' and also hint that the English public may grow restless if asked to support it. This may be a hint towards Parliament's reluctance to grant subsidies. The Privy Council does not, however, wish for James to end patronage entirely – it explicitly states that it does not wish the King to be "mean".

**Level 4 ([10]–[13])**

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. For example, it may be argued that, as Privy Councillors are writing to the King, they may be constrained by deference from expressing their views as clearly as they might wish. It may also be suggested that the letter gives us the collective view of the Privy Council but does not tell us if the view was held unanimously. 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. For example, it may be argued that the warning against giving to “people of no merit or value” is a reference to James’s excessive generosity towards royal favourites. In particular, James gave a great deal of money, land and pensions to Scottish favourites such as James Hay, the Earl of Carlisle, in the early years of his reign. The source also tells the reader that James was “anxious to improve” his “financial position”. Good answers may provide some detail on the financial difficulties faced by James at the beginning of his reign, referring perhaps to the inadequacy of the financial system, the demand for patronage or the problem of inherited debt. [13]

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

**This question targets AO1(b) 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.

**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 incredibly extravagant and wasted money on gifts, feasting and luxury. 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 financial policies were a failure.

**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 an incomplete account of the extent to which James I’s financial policies were a failure. It may be argued that most of James I’s financial policies failed, with reference to some of the most notorious examples, such as the Cockayne Project. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

**AO2a:**

**SOURCES ([4]–[6]):** Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 indicates that James was excessive in his generosity towards courtiers. Source 2 suggests that Salisbury was ineffective as Lord Treasurer. Source 3 provides a more balanced assessment of the impact of royal financial policies, arguing that there were some successes.

**AO2b:**

**INTERPRETATIONS ([3]–[5]):** There will be some awareness of contemporary **or** later interpretations. For example, answers may describe the views of courtiers, MPs or of 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. It might be noted that James I's policy of extravagant generosity to favoured courtiers caused considerable opposition and certainly damaged his relationship with his Parliament, making it more likely to win subsidies or achieve reform. The perception that James wasted money on useless favourites was a key reason for the collapse of the Great Contract negotiations. His use of impositions may have raised income but was controversial as Parliament believed them to be illegal. Monopolies and the sale of honours also damaged the reputation of the Crown. Some of James's failures were ruinous. In particular, the Cockayne Project led to a decline in royal revenues and caused a serious economic depression. 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 the frustration felt by James's Privy Councillors, who had to deal with the consequences of his financial incompetence. Source 2 points to the failure of the Great Contract and to James's frustration with his Lord Treasurer, whom he perceived to be ineffective. In Source 3, Durston argues that James's Lord Treasurers achieved some successes but failed to achieve lasting reform.

**AO2b:**

**INTERPRETATIONS ([6]–[8]):** Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. Many contemporaries were appalled by James's extravagance, which was criticised even in Parliament. Many MPs also attacked the use of impositions on the grounds that they had never been sanctioned by Parliament. Some historians have also been extremely critical of James. Durston certainly acknowledges his failings, although he is more balanced in his assessment of James's policies.

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

**AO1b:**

**KNOWLEDGE ([10]–[12]):** Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the extent to which James I's policies were a failure. Good answers may explain how James I was under financial pressure from the outset of his reign. The inefficiency and corruption of the financial system and the high expenses he encountered meant that it was a challenge for James to balance the books. Despite these pressures, there is no doubt that James contributed to his own financial problems with his extravagance and controversial policies. His exploitation of his feudal fiscal devices and his extensive use of impositions and monopolies led to conflict with his Parliaments. He also bears some responsibility for the failure of the Great Contract and the disastrous Cockayne Scheme. Good responses may explore the attempts made by some of his Lord Treasurers to reform the system and curb his expenditure, which were often undermined by James's own attitude. In particular, reference may be made to the retrenchment attempted by Cecil and (more successfully) by Cranfield, who reformed the Household, Wardrobe and Admiralty in the latter years of James I's reign. 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 reveals the difficulty experienced by James's financial advisers. It also hints at the negative political consequences of his approach to royal finances. Source 2 perhaps reveals more about James than it does about Cecil. It may be argued that the tone of the source reveals a lack of seriousness. James addressed his Treasurer as "little dog" and seems to accept no responsibility for his own predicament. Durston, in Source 3, agrees that James was "not capable of controlling his own spending" and describes some of Cecil's achievements as 'impressive'.

**AO2b:**

**INTERPRETATIONS ([9]–[11]):** Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinion to illustrate attitudes towards financial policies. Source 2 highlights James's perception that his problems were the fault of "rotten" Parliaments and ineffective advisers. Source 3 is more positive in its assessment of James's financial policies, but only just. It acknowledges that some of James's treasurers made progress in increasing revenue and reducing spending, but stresses that they failed to "restore the monarchy to permanent financial health". Modern historians stress the inadequacy of the financial system inherited by James I and so the failure to reform that system may be seen as James's most serious failure. In particular, the failure to engage with Parliament to reform the system of taxation was a missed opportunity.

[35]

Option 2

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### Option 3: England 1815–1865

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

- 1 (a) Explain the problems faced by the Tory Governments 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 facing the Tory Governments in the period 1827–1830. 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 some of the problems facing the Tory Governments in the period 1827–1830. For example, the departure of Lord Liverpool in 1827 brought 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 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. There will be more awareness of the problems facing the Tory Governments in this period. For example, the question of Catholic Emancipation was perhaps the most significant problem, causing 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 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.

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**Level 4 ([10]–[12])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the problems facing the Tory Governments in the period 1827–1830. In addition to the problem of Catholic Emancipation, the Tory Governments in this period were also faced by economic difficulties, particularly the post-war slump in agriculture. This was exacerbated by a series of bad harvests (1828–1830), leading ultimately to civil unrest in the form of the Swing Riots. This heightened tensions within Wellington’s 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 situation. With food prices rising and outbreaks of violence in the midlands and the north of England, a sense of crisis took hold, and Wellington seemed incapable of responding. However, it was the problem of parliamentary reform, with growing agitation both inside and outside Parliament, that 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 the 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]

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- (b) Explain why the Chartist movement failed in the period 1838–1846.

**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 why the Chartist movement failed in the period 1838–1846. 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 why the Chartist movement failed in the period 1838–1846. For example, there may be reference to the ambitious nature of the People’s Charter and the divided leadership of the movement. 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 a range of points relating to why the Chartist movement failed in the period 1838–1846. For example, William Lovett advocated peaceful persuasion by respectable working men through education and lectures – “moral force” – as the best way to win the Charter. This strategy clashed with that of Feargus O’Connor – a supporter of “physical force” – who used mass meetings and the widely read *Northern Star* to unite the forces of the working class behind him. Answers may also note that, though Chartism was a national movement, it was stronger in certain parts of the country, for example in the textile towns of Lancashire and Yorkshire, as well as in the East Midlands, the Potteries and the Black Country. In certain parts of the country, local concerns and issues often took priority over any national agenda. Furthermore, it proved especially difficult to keep the movement active when the economy was doing well. 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 why the Chartist movement failed in the period 1838–1846. In the years 1839, 1842 and 1848, the Chartist movement urged Parliament to adopt three great petitions. Of these, the best known is the final petition, with six million signatures (although a number of these were later found to be fake), presented to Parliament on 10 April 1848 after a huge meeting on Kennington Common. This event achieved great prominence, due largely to the reaction of the authorities as they faced the challenges of that turbulent year. The presentation of the petition came at a time of much violent change in Europe; Louis Philippe had been removed from the French throne in February 1848, and revolutions were soon to convulse other European capitals. These events had given great heart to the Chartist leaders, although they were already much encouraged by the election to Parliament, in July 1847, of their most popular leader, Feargus O’Connor. However, this tended only to mask the fact that the Chartists had little support in Parliament, which was confirmed by the decisive rejection of all three petitions – despite the very significant effort that went into organising them. Fundamental to the aims of the Chartists was the People’s Charter itself, published in May 1838 as a draft parliamentary bill. It contained six points: manhood suffrage; the ballot; abolition of property qualifications for MPs; payment of MPs; equal electoral districts; and annual elections – and candidates might well argue that therein lay the critical weakness of the movement in that these goals were too diverse and simply not realistic. Neither of the major parties – Whig or Conservative – was willing to make any concessions to what they considered a mass movement with revolutionary overtones, particularly against the backdrop of revolutions across continental Europe in 1848. Candidates might also argue that Peel’s social and economic reforms during the period 1841–1846 – especially the repeal of the Corn Laws – were critical in undermining the appeal of Chartism by improving the standard of living for the working class and providing practical material benefits that greatly reduced the appeal of agitation for what were seen as the very distant political goals of the People’s Charter. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the Whig reforms in the period 1833–1841?

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

**Level 1 ([0]–[3])**

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. For example, they may note general reference to the success of the new Poor Law.

**Level 2 ([4]–[6])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, the source reveals that the new Poor Law has had a beneficial effect on the poor, for example in terms of employment, with resultant benefits for the wider community.

**Level 3 ([7]–[9])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, the mode and audience of the source – an official report by the Poor Law Commissioners that is available to the general public – also gives the source significant authority and validity. The tone of the source is a frank appraisal of the operation of the Poor Law. The motive behind the source is to assess the impact of the Poor Law on those most affected by it, but also on the wider community. Candidates may consider the date of the source to be a strength as it is roughly in the middle of the period in question and highlights the practical application of one of the Whig Government reforms between 1833 and 1841.

**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. Despite its strength in terms of mode and audience – though this, too, may be open to dispute – the source does have limitations, most notably its author and the nature of the evidence presented. Since Langham Rokesby is Chairman of the local Poor Law Union (Market Harborough), this is not an impartial report on the Poor Law and it would be reasonable to argue that Rokesby has a vested interest in presenting a positive image of the new Poor Law in practice so as to reflect well on his performance as Chairman. Furthermore, much of his evidence appears to be of a hearsay nature, for example his reference to “conversations with respectable farmers and others”, while phrases such as “As far as I can judge” do not inspire confidence in the reliability of this witness’s “evidence”. Applying contextual knowledge, candidates might argue that this source gives a false impression of the new Poor Law established in 1834, which turned out to be arguably the most controversial of all the Whig reforms, inspiring opposition and condemnation from an array of critics, from the Chartists to Charles Dickens (*Oliver Twist*). There are even clues in the source as to what the Poor Law really meant to those at the bottom of society with reference to the workhouse being held “in great dread” and the

poor reluctantly accepting the new system. Candidates may argue that a more fundamental limitation to this source is that, while it refers to perhaps the most important of the Whig reforms, there is no reference to any of the other legislation passed by the governments of Grey and Melbourne in this period, such as the abolition of slavery (1833), the Factory Act (1833) or the Dissenters' Marriages Act (1836). [13]

- (b) Using **all** the sources, **and** your own knowledge, assess whether the Whig reforms in the period 1833–1841 created more problems than they solved.

**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. For example, there may be reference to the abolition of slavery at the beginning of the period. 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 of whether the Whig reforms of 1833–1841 created more problems than they solved. For example, Source 1 presents an assessment of the new Poor Law, while Source 2 urges ratepayers to vote against those who support the measure.

**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. The answer contains some explanation, analysis and judgement. For example, there may be some acknowledgement of the extent of the Whig reforms in this period. 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, the report on the Poor Law, sets out the benefits from this reform, while Source 2 is critical of the same piece of legislation. Source 3 presents an overview of the reforms, but with particular emphasis on the new Poor Law.

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**AO2b:**

**INTERPRETATIONS ([3]–[5]):** There will be some awareness of contemporary or later interpretations. For example, there may be reference to the views of Grey or Melbourne.

**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. It might be noted that the Whig reform that could be judged to have created more problems than it solved was the Poor Law Amendment Act of 1834, which was also regarded as the most important of all the reforms of the period in question, certainly in terms of its impact on England. The cost of the original Poor Law system had escalated significantly in the nineteenth century: by 1830 it was over £7 million a year. The cost was probably the main spur to reform. In 1832 a Poor Law Commission was appointed to investigate the problem. It was dominated by Edwin Chadwick. Chadwick was a Utilitarian who followed the ideas of Jeremy Bentham. His aim was to set up a system which would be both efficient and economical. The Commission's report led to the Poor Law Amendment Act. Utilitarianism aimed for 'the greatest happiness of the greatest number'. It influenced many reforms at this time. Outdoor relief, in other words the payment of money to the poor, was abolished, except for the sick and aged. This meant the end of the Speenhamland or "outdoor relief" system. For the able-bodied poor, relief was to be provided in workhouses. The workhouses were to be run on the principle of 'less eligibility'. This meant that life in the workhouse should be as unattractive as possible – less attractive than the condition of the poorest labourer outside it. This would ensure that the poor would only come to the workhouse as a last resort. Administration of the Poor Law was completely reformed. Parishes were grouped into Poor Law Unions run by elected Boards of Guardians. A central Board of Commissioners was appointed to supervise the whole system. Chadwick was its secretary. The new Poor Law was successful in reducing costs and was therefore popular with ratepayers. In the late 1830s the annual cost was about £4.5 million. But it was very unpopular with the working class and the humanitarians criticised it as harsh and cruel. Dickens attacked it in *Oliver Twist*. Conditions in the new workhouses were harsh. The original intention of the Act was that there should be separate workhouses for different classes of the poor but this proved too expensive. Instead, families were separated within the workhouses. The work was back-breaking. The food was poor. It seemed to the working class that the poor were being punished simply for being poor – hence the description of the workhouses as "Poor Law Bastilles". In the industrial north it proved impossible to implement the new system in full because periodic trade recessions caused more widespread unemployment than the workhouses could cope with. There was a recession in 1837–1838 and there were attacks on the Guardians and workhouses. 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, evidence from the chairman of a Poor Law Union, can provide substantive evidence for consideration of the proposition

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as it relates to arguably the most important of the Whig reforms: the Poor Law Amendment Act of 1834. Source 2 provides a very different perspective on the same reform, demonstrating its unpopularity with the working class. Source 3 provides a wider focus on the Whig reform programme, demonstrating that there were both successes and failures.

**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 contemporary comment from leading reformers such as Edwin Chadwick or Jeremy Bentham. Historians' interpretations might include opinions on the impact of the reform programme on the working class.

**Level 4 ([10]–[12]) AO2 (a), ([10]–[12]) AO2 (b), ([9]–[11]) AO2 (b)****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 whether the Whig reforms of the period 1833–1841 created more problems than they solved. Apart from the controversy of the Poor Law Amendment Act, another piece of legislation that attracted some criticism was the Factory Act of 1833. This restricted child labour in textile factories (except for silk mills). Children under 9 were not permitted to work, while those aged between 9 and 13 were only allowed to work for 8 hours a day and had to receive two hours' schooling. Young people aged 14 to 18 were limited to 12 hours a day. For the first time inspectors were appointed to enforce the law. There had been previous Factory Acts but they had not been monitored in this way. The problem was that there were only four inspectors appointed, which somewhat undermined the principle. Nevertheless, this was arguably the first effective Factory Act. Other notable Whig reforms in the same year as the Factory Act included the abolition of slavery in the British Empire, and the Education Act, which introduced the first government grant for education (£20 000), divided between two religious societies which provided elementary schools (the National Society and the British and Foreign Society). The grant was increased to £30 000 in 1839. This marked the beginnings of the state education system. The Municipal Corporations Act of 1835 reformed local government in the boroughs. Councils were to be elected by ratepayers. They were obliged to set up a police force and were allowed to provide other services such as drainage and street cleaning. Since such services would be a burden on the rates, many boroughs did not use these powers at first. Nevertheless, the Act laid the foundations for later improvements in the administration of urban areas. Registration of births, marriages and deaths was introduced in 1836, incidentally providing data that helped the inspectors to enforce the Factory Act. The Marriage Act of 1836 made it lawful for marriages to be held in Nonconformist places of worship or before a registrar. The introduction of the Penny Post in 1840 was the last – but perhaps not the least – of the Whig reforms. Overall, these reforms were intended to satisfy the demands of the new middle-class electors and to tackle the problems of an emerging industrial society. They were much influenced by pressure from radicals (following the ideas of Bentham) and humanitarians. But they were limited and the most important of them, the Poor Law Amendment Act, was immensely unpopular with the working class. Yet candidates might plausibly argue that, considering the scope of the progressive programme, the Whig reforms actually solved more problems than they created. Answers at this level will be consistently characterised

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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 note that Source 1, the extract from Rokesby’s evidence for the Second Annual Report of the Poor Law Commissioners, is written from a middle-class perspective, but does contain hints that the new Poor Law was not necessarily welcomed by those it was meant to provide for, with the reference to the workhouse being “held in great dread”. This point can be cross-referenced with Source 2, which confirms working-class hostility to the reform. Better informed answers may note that an Anti-Poor Law Movement developed in the North of England. Opposition to the new Poor Law was one of the causes of the rise of the Chartist movement, into which the Anti-Poor Law Movement was absorbed. Source 2 refers to events in the North (Huddersfield), while the extract is from the *Northern Star*, which was a Chartist publication. Source 3 provides a wider perspective on the Whig reform programme, noting some of the major measures that were passed, but it also pays particular attention to the Poor Law Amendment Act and its social cost.

**AO2b:**

**INTERPRETATIONS ([9]–[11]):** Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. **Contemporary** opinions might include observations from leading Whig politicians such as Lord Melbourne or Lord John Russell. Later interpretations may reflect on Weigall and Murphy’s observations about the Whig approach to reform and their record in the field. [35]

**Option 3**AVAILABLE  
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**Option 4: Unification of Italy and Germany 1815–1871**AVAILABLE  
MARKSAnswer question **1(a)** or **1(b)** and question **2**.

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

**This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, 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 attitude of the Southern German states to the unification of Germany. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

**Level 2 ([4]–[6])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the attitude of the Southern German states to the unification of Germany, observing perhaps that they were very wary of Prussia's attempts to achieve German unification under its leadership. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

**Level 3 ([7]–[9])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of factors. They will explain the changes in the attitude of the Southern German states to German unification under Prussian leadership. They may note that the most important Southern German states – Baden, Württemberg and Bavaria – were fiercely independent and viewed Prussia's victory over Austria in the Austro-Prussian War with deep concern, since they considered Prussia's dominance of Northern and Central Germany as a threat to their own autonomy. Even the National Liberals in Bavaria were opposed to German unification under Prussian leadership. The isolated position of the Southern German states following Prussia's victory in the Austro-Prussian War compelled them to form military alliances with Prussia guaranteeing their territorial integrity and agreeing, in the case of war, to put their armies and railway networks at the disposal of the King of Prussia. Despite co-operation between the Southern German states and Prussia between 1867 and 1870, anti-Prussian and also anti-militarist sentiments remained strong in Bavaria, Baden and Württemberg. In the elections to the Customs Parliament in 1868 parties in Southern Germany which supported German unification suffered heavy defeats and in Württemberg the German Party was wiped out altogether. Relations between Prussia and the Southern German states deteriorated further in 1869–1870 when Bavaria, Baden

and Württemberg faced a serious political crisis at the onset of the Franco-Prussian War. This was the key event which transformed the attitude of the Southern German states to German unification. Baden, Württemberg and, to a lesser degree, Bavaria experienced a wave of nationalist feeling brought about by hostility towards France. Moreover, the outbreak of war made the Southern states realise that they would be too vulnerable if they remained outside a unified Germany. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Answers will explain why the Southern German states were opposed to a Prussian-led unification of Germany. Firstly, they were geographically closer to Austria and had traditionally enjoyed a closer relationship with the Austrians than the Prussians. This was partly for religious reasons. The Southern German states were predominantly Catholic, as was Austria, while Prussia was mainly Protestant. In fact, Catholics comprised 71 per cent of the Bavarian population in 1870, while in Württemberg the figure was 65 per cent. In addition, political Catholicism or Ultramontanism was prevalent in Southern Germany. Religious tensions were particularly acute at this time as the Catholic Church attempted to resist the introduction of secular education and civil marriages by liberal governments. In addition, the Southern German states feared that, in the event of unification, they would lose their political structures which were more liberal than in Prussia. Traditionally, Baden and Württemberg were strongholds of liberalism. While Prussia had a three-class voting system, all tax payers in Bavaria were able to vote, while in Baden universal male suffrage had been introduced in 1849. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- (b) Explain the reasons for Prussia's success in the Franco-Prussian War of 1870–1871.

**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 be inaccurate and demonstrate a superficial understanding of the reasons for Prussia's success in the Franco-Prussian War of 1870–1871. 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 success in the Franco-Prussian War, referring perhaps to the superiority of Prussia's political and military leadership and the favourable international situation. 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. Prussia's military leaders were far superior to their French counterparts. Helmuth von Moltke was an outstanding Prussian Chief of General Staff and the French commanders, such as François Bazaine and Patrice MacMahon, were no match for him. For example, Marshall Bazaine made a serious error when he withdrew 180 000 men to Metz in August 1870, where they were besieged and unable to influence the outcome of the war. Moltke had established a body whose task was to organise the transportation of troops to the battlefield, making effective use of the railway network. This proved very successful and by early August 1870 almost 500 000 German troops had been transported by train to the borders of Alsace. The mobilisation of French troops proceeded much more slowly and was still in progress when Napoleon III reached Metz at the end of August to assume his role as Commander-in-Chief. While Prussia had six railway lines to transport its troops and military equipment to the Franco-German border, France had just two. Answers may also discuss the role of General Albrecht von Roon in modernising the Prussian army in the first half of the 1860s. France's superior weapons, the *chassepot* rifle and the *mitrailleuse* machine gun, were neutralised by the strength of Prussia's artillery. Another factor was the divisions in the French military leadership, especially between the Commander-in-Chief, Napoleon III, the war council in Paris and the commanders Bazaine and MacMahon. 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. Responses will observe that, in terms of political leadership, Napoleon III was no match for Bismarck, and it was partly due to Bismarck's outstanding diplomacy that France did not gain military support from any other power in the Franco-Prussian War. Austria remained neutral because Russia had promised to support Prussia if it intervened. Napoleon III refused to accept offers of Italian help because its demands were too high. Denmark considered entering the war on the side of France but ultimately decided not to do so. Britain's mistrust of Napoleon III was reinforced by Bismarck's publication of a document drafted in 1867 which suggested that Napoleon III was contemplating an invasion of Belgium, a country whose independence Britain had guaranteed. Answers may also observe that the German army had a numerical advantage over its opponents because, for the first time, it was able to mobilise not just Prussian troops but those of the

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other German states. The isolated position of the Southern German states following Prussia's victory in the Austro-Prussian War compelled them to form military alliances with Prussia agreeing, in the case of war, to put their armies at the disposal of the King of Prussia. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the causes of the revolutions in the Italian states in 1848?

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**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. A republican hostile to Ferdinand II describes the serious economic problems in the Kingdom of the Two Sicilies shortly before the outbreak of the revolutions and blames the government for the plight of the peasants.

**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. A key strength of the source is its date since it was written in 1847, shortly before the outbreak of the revolution in Sicily in January 1848. Its author was also a potential strength; Settembrini was born in Naples and was therefore likely to have been well acquainted with conditions in the Kingdoms of the Two Sicilies. The audience would have been educated people, including fellow academics and teachers. The tone is highly critical of the government in Naples. Another strength of the source is its highly revealing content. It paints a sombre picture of the predicament facing both landowners and peasants in the countryside in both Naples and Sicily. While the peasants blame the landowners for their abject poverty, Settembrini maintains that it was the fault of the government in Naples which exploited the landowners through high taxation. He also claims that financial resources are concentrated on the city of Naples, while rural areas in both Naples and Sicily are neglected. While acknowledging that King Ferdinand II had introduced some reforms, Settembrini dismisses them as ineffective and asserts that the government made no effort to mitigate the unemployment problem in Naples.

**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 observe that the reliability of Settembrini's assessment of conditions in the countryside in the Kingdom of the Two Sicilies is enhanced by the fact that the peasants in Sicily staged a revolt in 1820 for essentially the same reasons as in 1848, demanding independence from Naples. Answers will not only discuss the strengths of the source but also its limitations. The source has several important limitations. It is unclear how representative it is since it focuses only on the Two Sicilies; no reference is made to the other Italian states where the economic situation may have been different. Another weakness of the source is its narrow focus and the historian would need to explore other causes of the revolutions in the Italian states, such as the role of Pius

IX. Candidates may also note that, as a Republican and fierce critic of King Ferdinand II, Settembrini is unlikely to have been a wholly impartial observer. Answers may also suggest that its mode represents a potential shortcoming, arguing perhaps that its reliability is compromised since Settembrini felt it necessary to publish the pamphlet anonymously. [13]

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- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which economic factors were responsible for the revolutions which broke out in the Italian states in 1848.

**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. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar or flaws in the structure and organisation of ideas presented.

**AO2a:**

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

**AO2b:**

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

**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 extent to which economic factors were responsible for the revolutions which broke out in the Italian states in 1848. There will be frequent lapses in meaning due to shortcomings in legibility with some defects in organisation and little specialist vocabulary.

**AO2a:**

**SOURCES ([4]–[6]):** Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, in Source 1 Luigi Settembrini outlines the economic deprivation in the countryside and towns in the Two Sicilies. Source 2 shows that King Ferdinand's refusal to take the grievances of the people seriously led to revolution in Palermo, while Source 3 outlines some of the other factors which contributed to the revolutions in the Italian states.

**AO2b:**

**INTERPRETATIONS ([3]–[5]):** There will be some awareness of contemporary or later interpretations of the subject. For example, answers may refer to a comment from one of the leaders of the revolutions or a prominent politician about the extent to which economic factors were responsible for the outbreak of the revolutions in the Italian states in 1848.

**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 economic factors were responsible for the revolutions which broke out in the Italian states in 1848. Economically motivated riots among the working classes occurred intermittently in 1847 and 1848 in the port of Livorno. Workers in Rome broke industrial machinery and widespread riots occurred in a number of other Italian cities in 1847–1848 due to food shortages. There was also high unemployment and grinding poverty in the Papal States, where workers demanded the establishment of public workshops and other economic reforms to reduce unemployment. The main grievances of workers in the towns in Tuscany were low pay and poor conditions. However, the majority of Italians were residing in the countryside. Italian agriculture was very inefficient and it was especially vulnerable to foreign competition. As in other parts of Europe, there were harvest failures and food shortages in the period leading up to the revolutions. Answers at this level will begin to assess the importance of other factors which brought about the revolutions in the Italian states in 1848. They may discuss the significance of the election of Pope Pius IX in 1846, since he was considered to be a Liberal and his initial actions after his election as Pope appeared to confirm this view. They may discuss the importance of nationalist sentiments, as well as the demands for the introduction of liberal constitutional government. Responses may also observe that the most important unifying factor was opposition to Austrian rule and in the spring of 1848 Piedmont, Naples, Tuscany and the Papal States co-operated against the common enemy. 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. The extract from Settembrini's pamphlet (Source 1) supports the proposition in the question by showing the anger of the peasantry in rural parts of the Two Sicilies at the economic deprivation they were suffering. It points out that, while the peasants' anger is directed at the landowners, this is not entirely justified because the landowners themselves were also exploited and taxed heavily by the government. Settembrini also blames the government for its failure to tackle the acute unemployment problem in the towns, swelled by beggars from the countryside. Source 2 refutes the proposition, maintaining that the most important grievance of the Sicilians was their lack of freedom. It suggests that for Sicilians political and constitutional issues were most important. Source 3 supports the proposition by providing more detail on the economic distress prevalent in both rural areas and the towns. However, it qualifies the proposition by indicating that there were also political reasons for the unrest.

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**AO2b:**

**INTERPRETATIONS ([6]–[8]):** Answers at this level will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of this subject. Answers may refer to the ideas of key figures such as Mazzini, Gioberti or Pius IX on the causes of the revolutions in the Italian states in 1848. In addition, they may include the views of later historians on the reasons for the revolutionary outbreaks. Answers may react to Source 3 in which Stiles argues that there were other factors apart from the economy which led to the revolutions in Italy in 1848.

**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 are likely to present a comprehensive assessment of the extent to which economic factors were responsible for the outbreak of revolutions in the Italian states in 1848. Answers will assess the importance of Pope Pius IX in bringing about the revolutions in Italy in 1848. After his election as Pope in 1846, he granted an amnesty for political prisoners, which resulted in the release of many who would later become leaders of the revolutions. He removed censorship of the press, introduced financial and legal reforms and even permitted the formation of a civic guard. This raised huge expectations among the ordinary people. Pope Pius IX was influenced by the ideas of Gioberti, a Piedmontese priest who believed that freedom from Austrian rule would result in the Princes in the Italian states uniting in a confederation under the presidency of the Pope. Answers may also assess the importance of nationalism. Nationalist sentiments were expressed by many of the leaders of the revolutions and were supported by intellectuals and some members of the nobility. Hatred of Austrian rule was a key factor in states such as Piedmont, Naples, Tuscany, the Papal States and Venice, where Daniele Manin declared a republic. In Sicily, on the other hand, the liberals, with popular support, rebelled against rule from Naples rather than Vienna. Meanwhile, in Rome the revolutionaries demanded an end to rule by the Papacy. 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 economic factors were responsible for the revolutions which broke out in the Italian states in 1848. Answers at this level may establish links between the various sources. Luigi Settembrini in Source 1 supports the proposition by arguing that the peasants, landowners and beggars all had legitimate economic grievances which were not taken seriously by either the King or the government. Settembrini does, however, acknowledge that the King had introduced some commercial reforms but maintains that they proved ineffective. He also makes the point that any economic progress, such as railway construction, may have benefited the city of Naples but brought no tangible benefits to the rural areas of the Kingdom of the Two Sicilies. Source 2, a call to arms in the Sicilian capital of Palermo, refutes the proposition by maintaining that “we, who were born

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as free people are restrained by chains and reduced to misery.” It suggests that the revolutionaries were motivated by political rather than economic grievances. Source 3 supports the proposition by confirming that there was also severe economic distress in the other states. However, it qualifies the proposition by identifying political factors which contributed to the outbreak of the revolutions, such as the nationalist demand for “Italian unity and independence from Austria” and the demands of the liberals for democratic constitutional government.

**AO2b:**

**INTERPRETATIONS ([9]–[11]):** Answers at this level will provide a good analysis and evaluation of contemporary **and** later interpretations of the subject. They will discuss fully the extent to which economic factors were responsible for the revolutions which broke out in the Italian states in 1848. Responses at this level may make the point that it is difficult to draw conclusions about the role of economic considerations in bringing about the revolutions in Italy because the relative importance of the different factors varied from state to state. The economic grievances of the peasants were not national or even regional in nature but instead often focused on local issues such as grazing rights or land ownership. While revolutionaries in the North of Italy wanted independence from Austria, those in Sicily and other areas in the South mounted a revolt against their rulers in Naples. [35]

**Option 4**

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## Option 5: Germany 1918–1945

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

- 1 (a) Explain the changes the Weimar economy experienced between 1919 and the Wall Street Crash of October 1929.

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

**Level 1 ([0]–[3])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers at this level will be inaccurate or demonstrate superficial understanding of the Weimar economy in the period 1919–1929. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([4]–[6])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide an understanding of some of the changes in the Weimar economy in the period 1919–1929. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([7]–[9])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will reveal a competent awareness of the changes the Weimar economy experienced in the period 1919–1929 but there may be an imbalance, with one of the two phases being discussed in much greater depth than the other. In 1919 the Weimar economy faced fundamental problems, such as a decline in world trade which affected its exports and an increasing national debt as a result of the First World War. As a result of the Treaty of Versailles, there was a reduction in resources such as coal, iron ore and arable agricultural land from the loss of territories such as the Saar, Alsace-Lorraine and Silesia. The cost of paying reparations was an additional burden. Prices had already started to increase by 1919 but inflation dominated the first phase of the Weimar economy up to 1923. From 1919 Weimar governments did not attempt to balance their budgets and adopted policies of deficit financing, both of which allowed inflation to continue. The need to pay reparations contributed to even greater inflation. By 1923 the Weimar economy was suffering from hyperinflation and, when the government defaulted on its reparations payments, French and Belgian troops occupied the Ruhr. This meant that the value of the mark continued to decline. It was only in August 1923, when the German economy was on the verge of complete collapse, that the formation of a new coalition government under Stresemann found the will to introduce economic policies which were aimed at controlling the amount

of money in circulation. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

#### Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will reveal a comprehensive awareness of the changes the Weimar economy experienced in the period 1919–1929, contrasting the economic instability of the 1919–1923 phase with the relative economic recovery from 1924 to 1929, despite underlying weaknesses which culminated in the depression from October 1929 onwards. Stresemann's policies included the resumption of reparations payments, reduction of government expenditure and the introduction of a new currency. By April 1924 the Dawes Plan had fixed reparations payments for the next five years in accordance with Germany's ability to pay. The 1924–1929 phase of the Weimar economy appears to be one of greater stability when compared to the economic chaos that preceded it (especially 1922–1923) and the Great Depression of 1929–1933. Evidence for an economic recovery could include: production levels increased, greater foreign investment, rising exports and rising wages. However, the recovery was not as sound as it appeared. Economic growth was uneven, while the value of imports always exceeded that of exports. Unemployment never fell below 1.3 million and by 1928 there was a rural recession. Such evidence suggests that, before the start of the depression in 1929, the problems of the German economy were hidden by a flood of foreign capital. The German economy's dependence on foreign loans made it liable to suffer from any problems that arose in the world economy. America's financial collapse in October 1929 therefore had a very serious impact on the German economy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[12]

12

- (b) Explain how the Nazi regime used the arts and the media as a means of control 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)**.

#### Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically provide a superficial understanding of how the Nazis used the arts and the media as a means of control in the period 1933–1939. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([4]–[6])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information on how the Nazi regime used the arts and the media as a means of control in the period 1933–1939 but with significant omissions. In 1933 Hitler set up the Ministry for Public Enlightenment and Propaganda under Goebbels to try to gain control over the arts and the media. 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 offer a competent explanation of how the Nazi regime used the arts and the media as a means of control in the period 1933–1939. The Nazis used the arts and the media in the Third Reich by systematically spreading information to promote the views of the government with the intention of persuading people to think or behave in a certain way in accordance with the regime's ideological beliefs. As part of its policy of co-ordination – the process by which all institutions were made to conform to the policies of National Socialism – the Nazi state tried to gain control over the arts and the media. The Nazis established a Reich Chamber of Culture which was used to exercise control over all aspects of the arts and the media. Membership was compulsory for people involved in the arts and the media. 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 comprehensively how the Nazi regime used the arts and the media as a means of control in Germany between 1933 and 1939. Candidates at this level may give specific illustrations of how the Nazis used the arts and the media as a means of control by discussing evidence from some of the following: radio, press, cinema, photography, paintings, sculpture, architecture, literature, theatre and music. With regard to the media, candidates could give the following examples. In the area of radio, Goebbels brought all broadcasting under Nazi control by the creation of the Reich Radio Company. In relation to the press, the Nazis bought up numerous newspapers, so that by 1939 they controlled 66% of the German press. Goebbels recognised the importance of expanding the film industry. Hitler's favourite film producer was Leni Riefenstahl. Her most famous films were *Triumph of the Will*, about the 1934 Nuremberg Rally, and *Olympia*, about the 1936 Olympic Games in Berlin. With regard to the arts, answers may refer to painters such as Arthur Kampf and Adolf Ziegler who reinforced Nazi stereotypes of women as mothers whose place was in the home. Answers at the top of this level should provide examples from both the arts and the media. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the Nazi anti-Jewish boycott in Germany on 1 April 1933?

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

**Level 1 ([0]–[3])**

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. A superficial assessment of the utility of the source will be displayed.

**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, candidates will describe the Nazi anti-Jewish boycott on 1 April 1933, according to Goebbels' account. He suggests that the boycott throughout the whole of Germany was a complete success.

**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. The content reveals that the aim of the boycott was not only to extend to Jews involved in the economy but also to Jews involved in professions such as medicine and the law. According to Goebbels' account, all Jewish businesses in Berlin were closed and there were SA demonstrations outside such businesses. There was widespread popular support for this successful non-violent protest, culminating in a march by 150 000 workers in Berlin. Goebbels also claims that the regime was able to mobilise the support of the entire population of Germany and that the regime made the decision to limit the boycott to twenty-four hours. In this source, a leading Nazi, involved in the organisation of the boycott, gives his view of what took place on 1 April 1933 in a personal account written within twenty-four hours of the events. The author, mode and date are potential strengths in revealing the Nazi perspective on the boycott. A major motivation of the author seems to be to suggest that the boycott had the spontaneous popular support of the people with the use of phrases such as "the public everywhere proclaimed their solidarity" and "we have shown the world that we can call up the entire nation".

**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. This is a diary entry by the Nazi Propaganda Chief, claiming that the boycott enjoyed the support of the whole German population, when in fact the boycott was not universally accepted by the German people. In this extract Goebbels seems to be continuing to engage in propaganda, even though this was a personal account, which suggests that he may have had the intention in the long term of publishing his diaries. If this was the case, he wanted his diary to confirm his propaganda in 1933 that the boycott enjoyed complete popular support. This is only one person's view of what took place, and given

who the author is, it must be treated with caution. It could be suggested that Goebbels believed his own propaganda. The source is therefore a very one-sided account of the boycott. Other primary sources from other urban and rural areas would need to be consulted to assess whether Goebbels' account, based largely on his experiences in Berlin, was representative of the whole of Germany. From their contextual knowledge, candidates may point out that Goebbels, on Hitler's instructions, organised the boycott but it proved generally ineffective with a limited response. The boycott was an attempt to prevent further violent anti-Jewish attacks by Nazi radicals which had begun in March 1933. Hitler realised that the attacks on Jews were in danger of getting out of hand and threatened to endanger his alliance with the conservative elite. He therefore appealed to his supporters to desist from violence by supporting the boycott. Problems arose over defining exactly what was and what was not a Jewish shop or firm. Many "Jewish" firms were controlled by foreign creditors or by German banks or were half-Jewish and half-German. Some Germans insisted on shopping in Jewish shops to demonstrate their disapproval of Nazi policy. International protests and the likely effects of retaliation resulted in Hitler calling off the boycott after one day. It had originally been intended to go on indefinitely. [13]

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13

- (b) Using **all** the sources, **and** your own knowledge, assess whether the outbreak of war in 1939 was the most important turning point in the development of Nazi policies towards the Jews in the period 1933–1945.

**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. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

**AO2a:**

**SOURCES ([0]–[3]):** Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to whether the outbreak of war in 1939 was the most important turning point in the development of Nazi policies towards the Jews in the period 1933–1945.

**AO2b:**

**INTERPRETATIONS ([0]–[2]):** Answers will reveal little or no awareness of contemporary **or** later interpretations as to whether the outbreak of war in 1939 was the most important turning point in the development of Nazi policies towards the Jews in the period 1933–1945.

**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 limited account of Nazi policies towards the Jews in the period 1933–1945 with significant omissions such as the Nuremberg Laws of 1935, the pogrom of Crystal Night in 1938 and the creation of the six extermination camps after January 1942. 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 reveals information about the Nazi economic boycott of April 1933. Source 2 reveals information about the Wannsee Conference of January 1942. Source 3 reveals evidence about the significance of developments in the war years.

**AO2b:**

**INTERPRETATIONS ([3]–[5]):** There will be some awareness of contemporary **or** later interpretations. For example, a contemporary comment from an individual affected by Nazi anti-Semitic policies may be quoted or candidates may outline the views of an historian concerning the most important turning point in Nazi anti-Semitic policies in the period 1933–1945.

**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. Answers will discuss the development of Nazi policies towards the Jews in the period 1933–1945 in relation to whether the outbreak of war in 1939 was the most important turning point in the gradual radicalisation of Nazi anti-Semitic policies. Responses at this level may discuss the 1933–1939 period to a limited extent but the 1939–1945 period in greater depth to support the proposition. Within the German empire in the war years, radicalisation (a policy of increasing severity) took place through different phases of racial repression such as resettlement, deportation, the creation of ghettos, extermination in occupied areas leading to genocide and the implementation of the “Final Solution” after the Wannsee Conference of 20 January 1942. As a result, six extermination camps were established at Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor and Treblinka, in an attempt to exterminate all European Jews. By 1945 six million Jews had probably been murdered in the Nazi attempt to exterminate a whole race in what came to be known as the Holocaust. 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 a 24-hour boycott

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in April 1933 of Jewish businesses by the Nazi regime in the early stages of discrimination. Subsequent anti-Semitic policies can be compared to this moderate policy to illustrate how the discrimination became more extreme. Source 2 illustrates that in the last phase of the war years the regime's policies towards the Jews have developed to an extreme extent in that a policy called the "Final Solution" was being implemented. Source 3 provides substantial evidence to support the proposition by describing some of the main developments in the war years with regard to Nazi policies towards the Jews. The significance of the Polish invasion of September 1939, the invasion of the Soviet Union in June 1941 and the Wannsee Conference of January 1942 are all emphasised.

**AO2b:**

**INTERPRETATIONS ([6]–[8]):** Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of whether the outbreak of war in 1939 was the most important turning point in the development of Nazi policies towards the Jews in the period 1933–1945. In Source 3 the historian Lisa Pine supports the proposition by stressing that after September 1939 radicalisation increased and that there was a transformation in anti-Jewish policies with extermination. The contemporary evidence of Source 2 reinforces this point of view by emphasising the significance of the Wannsee Conference of January 1942 and the implementation of the "Final Solution."

**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 development of Nazi policies towards Jews, not only in Germany in the period 1933–1939, but also the wider European dimension in the period 1939–1945. Answers at this level will identify other turning points. For example, they may argue that the events of April 1933 marked a turning point, when the first of what eventually numbered 400 Nazi racial laws discriminating against Jews was put into effect. Jews were categorised as "non-Aryans" and stripped of a large number of civil rights, including exclusion from a university education, posts in government, the civil service, the army, farming and certain professions. The Nuremberg Laws of 15 September 1935 represented an important turning point because they formalised anti-semitism into the Nazi state. The Reich Citizenship Laws deprived Jews of their German citizenship and political rights, and under the Law for the Protection of German Blood, marriage and sexual relations between Jews and Germans were outlawed. Alternatively, answers may argue that the "Night of Broken Glass" of 9–10 November 1938 was the most important turning point in the development of Nazi policies towards the Jews in Germany in the period 1933–1945. This event was certainly the most violent act against the Jewish population in Nazi Germany before 1939. At least 200 synagogues were destroyed, 10 000 businesses attacked, 20 000 Jews sent to concentration camps and at least 91 Jews were killed as a consequence of the pogrom. The "Night of Broken Glass" signalled a more brutal attitude by the Nazi regime towards the Jews and represented the first example of systematic violence against the Jewish people. As a result, many Jews realised that it was time to leave Germany before their persecution became any worse. The Reich Central Office for Jewish emigration was set up in 1939. By 1939 the Jewish population in Germany had been reduced to 234 000 from 503 000 in 1933. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar;

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the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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**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. Source 1 provides evidence of initial discrimination by the Nazi regime in 1933 towards the Jews. The source reveals an attempt to implement an economic boycott not only of Jewish commerce but also Jews involved in the legal and medical professions throughout the whole of Germany but particularly in Berlin. The source reveals the tactics deployed by the Nazis as SA men picketed the entrances to Jewish businesses and claims that there was a peaceful demonstration of 150 000 people in Berlin in support of the boycott. Source 2 provides evidence that by the war years Nazi policies towards the Jews had become more extreme by highlighting the significance of the Wannsee Conference in January 1942. The source reveals that the *Führer* has approved Heydrich, on behalf of the SS, co-ordinating the evacuation of the Jews to the eastern regions of the Nazi European empire to implement the “Final Solution.” From their contextual knowledge candidates should appreciate the significance of this phase and know that it is code for genocide by constructing the death camps. Source 2 therefore provides evidence in support of the proposition as the Wannsee Conference marks the beginning of the 1942–1945 stage of Nazi policies towards the Jews in which genocide was achieved with the building of death camps with gas chambers. Source 3 provides considerable evidence to substantiate the proposition. It reveals that the invasion of Poland in September 1939 led to a “radicalisation” and “transformation” of anti-Semitic policy as there were over three million Jews in Poland. The Nazis persecuted Polish Jews through forced labour and the creation of ghettos. Pine suggests that the consequences of the Nazi invasion of the Soviet Union in June 1941 were extremely significant as Nazi policies entered a “new dimension.” The *Einsatzgruppen* of the SS shot at least 1.3 million Jews in the Soviet Union as a policy of genocide began. The Wannsee Conference of January 1942 then inaugurated the creation of the death camps as the “Final Solution” became the ultimate means by which the Nazis would attempt to achieve their policy of genocide.

**AO2b:**

**INTERPRETATIONS ([9]–[11]):** Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may react to the views of the historian Lisa Pine as expressed in Source 3. It supports the proposition in the question that Nazi policies towards the Jews after the outbreak of war became even more extreme as genocide was implemented, especially after the Nazi invasion of the Soviet Union in June 1941 with the mass shootings and then, as a result of the Wannsee Conference in January 1942, the creation of the death camps to accomplish the Nazi genocide. The Final Solution occurred in the war years. Candidates can concur, qualify or disagree with the proposition. Some historians put great stress on the impact of the Second World War, claiming that the anti-semitic aspects of Nazi racial policy became transformed into a policy of extermination, as Nazi control in Europe brought millions more Jews under German rule between 1939 and 1941. The mass killing of Jews began in Poland in the wake of the Nazi advance in 1939 and escalated in 1941 during the invasion of the Soviet Union. They suggest that the war disrupted the Nazi Government’s plans for mass Jewish emigration, and it also meant that Germany gained control of millions more Jews at a time when the Nazi Government wanted

to remove them from its own territory. The war encouraged extremism as it brutalised people, and they grew accustomed to killing. It also removed any concern about international opinion. If alternative specific events or different phases are offered as the most important turning points in terms of their consequences, such arguments should be judged on their merits. Since Nazi policies towards the Jews became more extreme as they developed throughout the whole period, there were several turning points. Responses may argue that other events marked a more important turning point than the outbreak of war in 1939. They may put forward the introduction in April 1933 of the first Nazi racial law, the Nuremberg Laws of September 1935 or the persecution between 1937 and 1939, including the violence of the Night of Broken Glass in 1938.

[35]

**Option 5****Total****AVAILABLE  
MARKS**

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60

60