



*Rewarding Learning*

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

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## **History**

Assessment Unit AS 1

Historical Investigations and Interpretations

**[SHY11]**

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## **Assessment**

**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of the mark scheme is to ensure that papers are marked accurately, consistently and fairly. The mark scheme provides teachers with an indication of the nature and range of students' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to students' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE History**.

Candidates should be able to:

- AO1** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

### ***Quality of students' responses***

In marking the examination papers, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of students sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Type of mark scheme***

Mark schemes for questions which require students to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### **Levels of response**

In deciding which level of response to award, teachers should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing students' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is of a high standard.

In interpreting these level descriptions, teachers should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The student makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

**Level 2 (Satisfactory):** The student makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (Good):** The student makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 (High Standard):** The student successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

## General guidance for teachers marking AS Unit 1

1. Do not be afraid to award maximum marks at the top of Level 4 for an excellent response.
2. Reward evidence and analysis which is valid and plausible but does not appear in the mark scheme.
3. Do not let the existence of a mistake or inaccuracy prevent you from awarding the maximum mark in the appropriate level. While mistakes cannot receive any credit, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.
4. The mark you award should be determined by the level descriptors. When you have decided which of the four levels is most appropriate for the answer, start in the middle of that level and make a judgement about whether it should remain in the middle or deserves to be placed closer to the top or bottom of the level.

### Criteria for assessing answers to Q1 (a) and Q1 (b)

These short questions require students to analyse the causes, effects or significance of a particular historical event. In order to reach top level marks, students must analyse and explain the points they make. However, in these questions it is not necessary to debate the issue or formulate an argument. These questions do not require an introduction or conclusion. Quality of written communication is assessed in these questions. In the event of a student displaying very good or very poor written communication, you may adjust the mark but only within the same Level. Occasional grammatical mistakes and spelling errors should be overlooked.

### Criteria for assessing answers to AS1 Q2 (a)

The marks awarded for this question should be based on four criteria:

1. Students are required to assess how useful the content of the source is in relation to the question. If the content is ignored, but the strengths and limitations are covered, award up to a maximum of the top of Level 3.
2. Students are required to assess the utility of the source by focusing on the **significance** of its author, date, mode, audience, motive and tone. Although students are expected to address each of these elements, the quality of their analysis of utility is the key criterion in determining how well they have performed on this aspect of the question.
3. Students are also required to identify the **limitations** of the source. Any plausible limitations should be rewarded. If a student omits reference to the limitations of the source, only award up to a maximum of the top of Level 3.
4. In order to obtain a Level 4 mark, students must include **relevant** contextual knowledge in their answer. The key point is not the quantity of contextual knowledge but its **quality** and its **relevance** to the question.

### Criteria for assessing answers to Q2 (b)

The students' responses will be assessed on the basis of four generic skills set out in the mark scheme. These are:

1. The quality of the student's understanding of the ways in which the past has been interpreted in the two extracts. **What does this mean?** It means the student's ability to provide a clear and concise summary of the contrasting arguments put forward by the two historians.
2. The quality of the student's analysis and evaluation of the different interpretations. **What does this**

**mean?** This means the student's ability to analyse and evaluate in greater depth the arguments contained in the two interpretations.

3. The quality of the student's understanding of the historical context. **What does this mean?** Students are expected to include relevant contextual knowledge in their response. 'Contextual knowledge' is evidence students bring into their answer which is not included in the interpretations but is directly related to the arguments they contain.

**However, it should be stressed that students will not gain any marks for including in their answer material which is not directly related to the arguments contained in the interpretations.**

4. The student's judgement about which interpretation he or she finds more convincing and the quality of the evidence provided in support of his or her judgement. **What does this mean?** Students will be expected to evaluate how convincing they find Interpretation A and Interpretation B by using their own contextual knowledge and evidence from the interpretations to support and challenge both interpretations. Answers may challenge both interpretations but it would be important for the student to challenge the interpretation he or she finds less convincing.

The mark awarded to the answer is **holistic**. There are no specific marks allocated to these four criteria.

Level 1 responses will display **little or no** awareness of these generic skills.

Level 2 responses will display a **satisfactory** awareness of these generic skills.

Level 3 responses will display a **good** awareness of these generic skills.

Level 4 responses will display a **very good** awareness of these generic skills.

It should be stressed that many responses will be placed in different levels for the different criteria. For example, an answer may display a very good understanding of the ways in which the past has been interpreted in the two extracts (Level 4), a very good analysis and evaluation of the different interpretations (Level 4) and very good evidence in support of their judgement (Level 4), while showing a good awareness of the historical context (Level 3). In this instance, the teacher will adopt a 'best fit' approach and the answer would be awarded a mid-Level 4 mark.

### **Structure of the response**

There is no prescribed way to structure an answer to this question. Students may prefer to discuss each interpretation in turn, while others may wish to make direct contrasts between the interpretations throughout their response. Each approach is equally valid.

Answers should provide an introduction and a conclusion. In the introduction, students should clearly set out the two different interpretations and their judgement about which they find more convincing. In the conclusion, they should restate which interpretation they find more convincing and justify their judgement.

### **Focus of the answer should be on the historians' interpretations**

Students should focus throughout the answer on justifying why they consider, for example, Interpretation A to be more convincing than Interpretation B.

### **Communication of ideas**

Although Quality of Written Communication is not assessed in this question, students are nonetheless expected to communicate their ideas clearly and accurately. For example, the overall flow of the answer is enhanced if direct quotations from the interpretations are effectively integrated into it.

### **NB**

Students are not required to include the views of other historians or schools of thought.

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

- 1 (a) Analyse the role played by Anne Boleyn in the Royal Divorce.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the role played by Anne Boleyn in the Royal Divorce. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the role played by Anne Boleyn in the Royal Divorce. For example, there may be reference to the strong influence that Anne had with the King in encouraging him to pursue the divorce. Candidates make a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to the role played by Anne Boleyn in the Royal Divorce. For example, her commitment to the Protestant cause might be considered in the context of the Royal Divorce in that she encouraged Henry VIII to defy the Pope – who refused to grant the King a divorce – by bringing to his attention radical pamphlets such as William Tyndale's *The Obedience of a Christian Man*, which argued that a monarch had authority over not just the state but the Church as well. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will clearly analyse the role played by Anne Boleyn in the Royal Divorce. Arguably, Anne Boleyn played the most important role of all in the episode of the Royal Divorce, in that her refusal to be the King's mistress (as her sister Mary had been previously) and insistence on marriage meant that Henry VIII had to pursue the divorce in order to secure the woman he desired. Anne's credentials as a supporter of religious reform (the legacy of the time she spent in France between 1514 and 1522) may also have assisted her in advancing the objective of divorce in that she became associated with the group in English political and religious life that was clearly on the rise. This was shown by the promotion of Thomas Cranmer to Archbishop of Canterbury in 1533, the same year in which he officiated at the marriage of the King to his new Queen. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

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- (b) Analyse the role played by the Duke of Northumberland in the Edwardian religious reforms of 1550–1553.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the role played by the Duke of Northumberland in the Edwardian religious reforms of 1550–1553. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the role played by the Duke of Northumberland in the Edwardian religious reforms of 1550–1553. For example, there may be reference to Northumberland's attempts to establish a fully Protestant Church in 1550

by ordering the removal of all images, as well as the traditional vestments. Candidates make a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to the role played by the Duke of Northumberland in the Edwardian religious reforms of 1550–1553. For example, in 1552 he established the second Edwardian Prayer Book which removed all traces of Catholicism, followed by the introduction of the 42 Articles as the doctrine of the Church. Candidates might suggest that Northumberland’s actions did not reflect a genuine commitment to Protestantism, but rather a desire to advance his political career and social position. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will clearly analyse the role played by the Duke of Northumberland in the Edwardian religious reforms of 1550–1553. There can be no doubt that Northumberland played a significant role in the Edwardian Reformation, including the replacement of more conservative-minded bishops by reformers and in placing greater emphasis on preaching and teaching in church services. However, his motivation is open to question. For example, his attempt to exclude King Edward VI’s half-sisters Mary and Elizabeth from the line of succession seemed to have little to do with religion (since one was Catholic and the other Protestant) and everything to do with his determination to retain his grip on power. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

10

AVAILABLE  
MARKS

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the dissolution of the monasteries during the English Reformation? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. For example, they may observe that the source is an Act of Parliament dealing with the monasteries.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, Source 1 reveals Parliament's view of the state of some of the religious houses in England in the 1530s.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author of the source is not identified, but technically speaking, it is Parliament itself. The source is dated March 1536, which gives it value in that this is the year that marks the formal beginning of the process of dissolution of the monasteries. Arguably, the principal strength of the source is its mode: this is an Act of Parliament – the law of the land – and reveals official policy at this point towards the smaller monasteries and religious houses in England. Its content and tone are both critical of this part of the Church, referring to the existence of “undoubted sins” within certain monastic establishments, and the exploitative nature of their administration. The motive of the source is to provide grounds – namely the corrupt and licentious nature of monastic rule – for the radical solution to this problem proposed at the end of the source: that the monasteries and religious houses in question be taken possession of by the Crown. The audience of the source is essentially the general public, as it is important that all be made aware of this new piece of statute law since it might well affect the lives of those who reside close to the abbeys and monasteries in question, some perhaps as tenants. Candidates might also consider the audience to be linked to the motive, in that Parliament will wish to use this occasion to justify the decision to dissolve the smaller monasteries (although the word “dissolve” is not actually used).

**Level 4 ([16]–[20])**

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 Level 4, candidates must include relevant contextual knowledge

in their answer. It can be argued that the source has at least one major limitation: it reveals only one episode, albeit a critical one, in the dissolution of the monasteries, which was a process over a number of years and which included the violent rejection of the policy in the Pilgrimage of Grace (October 1536) and a further Act of Parliament in 1539. However, contextual knowledge may allow candidates to argue that any such limitations are far outweighed by the strengths of the source. This was the key statute relating to the monasteries, not just because it was the first but because it was mandatory, unlike the Act of 1539, which sought to complete the process of dissolution on a voluntary basis. Furthermore, the Act of Suppression applied to some 300 religious houses, and, while a number of exemptions were made, its scope was clearly significant. Candidates might further explore the authorship of the source, tracing its origins to the hand of Thomas Cromwell, and the motivation behind it in terms of Cromwell's desire not just to deal with that part of the Church that remained most loyal to the Pope, but also to seek to advance the Protestant Reformation in England. Another important motive that might be considered is the financial one: the Crown would be enriched by the dissolution. For example, those religious houses exempted from the Act of 1536 (numbering perhaps 77) were reprieved at a price, understood to be a one-off payment of their annual value. This probably earned Henry VIII the not insignificant sum of £15 500.

Any other valid material will be rewarded appropriately. [20]

20

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of criticism of the Catholic Church on the eve of the Reformation do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of criticism of the Catholic Church on the eve of the Reformation. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

#### **Level 2 ([8]–[14])**

Answers will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of criticism of the Catholic Church on the eve of the Reformation. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Mackie in Interpretation A and Johnson in

Interpretation B. Interpretation A is very much focused on criticism of Church doctrine, giving the example of questioning the doctrine of transubstantiation. Johnson's analysis in Interpretation B disagrees with Mackie. He dismisses doctrine as a reason for criticism of the Church and instead emphasises English dislike of foreign interference, specifically by the Pope. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

### **Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of criticism of the Catholic Church on the eve of the Reformation. Answers at this level will display a good understanding of the historical context. Interpretation A points out that Church doctrine is beginning to be challenged in the early years of Henry VIII's reign, with scholars now studying biblical texts in Greek, the language in which they were originally written, and as a result coming to different conclusions to the official version disseminated by the Catholic Church. This led some to question the validity of the fundamental Church doctrine of transubstantiation, and beyond that the supremacy claimed by the Pope. At the end of the interpretation, Mackie broadens his analysis of criticism of the Church to consider briefly the allegations of ignorance and sloth directed at many priests and monks, in other words the issue of anti-clericalism. Johnson, in Interpretation B, is broadly in agreement with Mackie on this latter point, with his reference to "idle and corrupt clergymen", but he makes the point that this in itself does not denote a general attack on Church doctrine, or as he puts it, "existing Church doctrine and practice". Instead, Johnson's argument is that what concerned most people was foreign influence in what they considered to be an English institution. Although the term "Anglican" would not come into vogue until much later, that was essentially how many, if not most, English people saw themselves in relation to their Church. He elaborates on this matter by arguing that the main foreign influence that had to be contended with was that of the Pope, which candidates might develop in the broader context of anti-papalism. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

### **Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of criticism of the Catholic Church on the eve of the Reformation. Answers at this level will display a very good understanding of the historical context. A potential strength of Interpretation A is that Mackie concentrates on perhaps the key aspect of the forthcoming Protestant Reformation in England, namely the doctrine and practices of the Church. Candidates may argue that his euphemistic references to "clerical and lay scholars" can be linked to the emerging Reform movement on the continent headed by the likes of Luther, Calvin and others. Continental Protestantism was fundamental to the challenge mounted against the religious establishment in England. It was an inspiration to Thomas Cranmer, Thomas Cromwell and others, who would systematically dismantle the old religious order. It is also significant that Mackie uses the issue of transubstantiation to illustrate the type of criticism the Church faced in this period, since the Eucharist was one of

the seven sacraments of the Church and arguably the most important. While the question of religious doctrine dominates Mackie's interpretation, he also acknowledges that both anti-papalism and anti-clericalism form part of the assault on the Catholic Church. Candidates have some scope to construct an effective challenge to Interpretation A by noting that, while Mackie presents a valid and lucid analysis, it lacks something in detail and in historical reference. For example, he might have substantiated his argument by mentioning Luther and/or some of the other continental reformers who led the way for the English Protestants to follow. In stark contrast to Interpretation A, Johnson in Interpretation B, in his opening sentence, dismisses the relevance of religious doctrine to criticism of the Church. Candidates might consider that the real strength of Interpretation B is that it presents a simple yet compelling argument that the English Reformation was essentially about England taking control of its own (religious) affairs and replacing papal supremacy with royal supremacy (as was established by an Act of Parliament in 1534). Johnson agrees with Mackie that anti-clericalism was a factor in criticism of the Church, but cautions against interpreting this as an attack on Church doctrine, pointing out that clerical recruitment was in fact rising on the eve of the Reformation. A challenge to Interpretation B might be that Johnson does not focus on doctrine. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**Option 1**

**AVAILABLE  
MARKS**

30

**60**

## Option 2: England 1603–1649

AVAILABLE  
MARKS

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

Quality of written communication will be assessed in Question 1.

- 1 (a) Analyse the policies of James I towards Puritans in the period 1603–1625.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the policies of James I towards Puritans in the period 1603–1625. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the policies of James I towards Puritans in the period 1603–1625. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse a range of the policies implemented by James I towards Puritans in the period 1603–1625. Answers should discuss the various ways in which James attempted to reassure moderate Puritans and harass extremists. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

### Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate

knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the policies of James I towards Puritans in the period 1603-1625. Answers will analyse James I's attempts to reassure moderate Puritans, such as the Hampton Court Conference, the appointment of Archbishop Abbot and the Synod of Dort. They will also analyse policies which displeased or alienated Puritans, such as the enforcement of conformity under Archbishop Bancroft or the issuing of the Book of Sports. Candidates should be aware that James wanted to keep moderate Puritans within the Church of England but sought to remove all extremists from positions of influence. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

10

- (b) Analyse the features of court culture in the reign of Charles I between 1625 and 1640.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the features of court culture between 1625 and 1640. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

#### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the features of court culture between 1625 and 1640. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed

and substantiated, showing clearer explanation and analysis. Answers will begin to analyse a range of the features of court culture between 1625 and 1640. Access to the king became much more restricted than it had been in the previous reign. There was an emphasis on art and ceremony, and serious efforts were made to curb wasteful expenditure; Charles did, however, spend large sums building a royal art collection. Masques became a particularly important aspect of court life and were used by Charles to project a more dignified image of the monarchy. Some answers may not cover the entire period. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the features of court culture between 1625 and 1640. Answers will analyse the whole period. Restrictions on access to the king were rigorously enforced. Locks were changed on all doors to private chambers at Whitehall, and access to the king was permitted solely via the state apartments. Courtiers were expected to conduct themselves with decorum and the Court of the Marshall of the Household was re-established to ensure that they did. To project an image of a more dignified monarchy, Charles revived the ceremonial surrounding the Order of the Garter. He also refurbished royal palaces, building up an enormous royal art collection in the process. Over 1700 paintings and statues had been collected by 1649, and leading artists such as Mytens and van Dyck were prominent at court. Charles also planned to rebuild Whitehall on a grand scale, but the crisis of the 1640s prevented this from being realised. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

10

AVAILABLE  
MARKS

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the reasons for the execution of Charles I in 1649? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

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. They may observe that the source suggests that religion played a role in the outcome of Charles I's trial.

**Level 2 ([6]–[10])**

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 indicates that the judges in the trial of Charles I feared that the king had sought the destruction of the cause the New Model Army had fought for. This suggests that the judges sympathised with that cause. According to Hutchinson, the judges also feared God's judgement if they did not pass a sentence of death. They also appeared to believe that "bloodshed and destruction" would follow if the king's life was spared. Hutchinson also rejects any suggestion that the judges were influenced or 'bullied' by Cromwell or the New Model Army. Rather, she claims that her husband was compelled by his own conscience to sign the king's death warrant after having sought guidance from God.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The authorship represents a key strength of the source. Lucy Hutchinson was the husband of one of the judges in the king's trial and would likely have been well informed on his thoughts, opinions and motives. It is also valuable for an historian to have access to her account as female perspectives are much less common in the seventeenth century. In terms of mode, the source is an extract from a private document: historians tend to value such documents, as they are thought more likely to contain intimate and confidential information. The intended audience for this source was Hutchinson's family. This makes it a relatively private account, which may have allowed the author to be more frank and forthright in her account. Her motive might simply have been to inform, which suggests that she had no conscious motive to lie or exaggerate. Hutchinson's tone is clear and direct, and she refrains from using emotive language; this represents another strength of the source.

**Level 4 ([16]–[20])**

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. For example, candidates may

point out that the source was written more than twenty years after the trial of Charles I and may question whether Hutchinson's memory is accurate. 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 Level 4, candidates must include relevant contextual knowledge in their answer. For example, candidates may observe that Colonel Hutchinson was only one of 135 men chosen as commissioners (or judges) in the king's trial. His views and motives were not necessarily shared by his colleagues. The source mentions the role of Cromwell in the king's trial: candidates may observe that he played a leading role in the events leading up to and during the proceedings. Some witnesses even alleged that he used physical force to compel judges to sign the death warrant. The source states that some of the judges did not turn up to the trial; candidates may observe that this is correct, as only 68 of the 135 judges played an active role. Finally, the source indicates that the judges believed that "the king was determined to destroy anyone who had opposed him". Candidates may provide evidence of this, perhaps by citing Charles's willingness to fight a Second Civil War.

Any other valid material will be rewarded appropriately. [20]

20

- (b) **Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the reasons for James I's financial difficulties in the period 1603–1625 do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the reasons for James I's financial difficulties in the period 1603–1625. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

#### **Level 2 ([8]–[14])**

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the reasons for James I's financial difficulties in the period 1603–1625. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Houston and Brice/Lynch. Interpretation A essentially argues that the most important reason for James I's financial problems was his extravagance. Interpretation B presents a more complex argument. While acknowledging James I's extravagance, it also points to the inadequacy of the revenue system and the reluctance of

Parliament to reform it or grant adequate supply. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

### **Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the reasons for James I's financial difficulties in the period 1603–1625. Answers at this level will display a good understanding of the historical context. Houston, in Interpretation A, contrasts James I's extravagant generosity with Elizabeth I's financial restraint. He criticises James for having indulged in a "riot" of unnecessary spending and for ignoring the warnings of his treasury ministers. Houston claims that James eventually came to recognise his fault "in old age" but was unable to impose restraints on his own set habits. Houston attributes James I's crippling debt in 1625 to his lack of restraint. Brice/Lynch in Interpretation B agree with Houston to a limited extent. They acknowledge that James was extravagant and accept that this caused him "political problems". But they argue that James's extravagance merely exacerbated more serious, underlying problems. They point out that the royal "income was ceasing to meet the actual cost of government" even before James I's accession, and they cite the continued burden of military spending as a factor in the Crown's financial difficulties. Brice/Lynch also argue that the revenue system was corrupt and that James was not always well served by his Lord Treasurers. Finally, Interpretation B argues that Parliament was at least partially responsible for James I's financial difficulties as it "did not reform this system". Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

### **Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the reasons for James I's financial difficulties in the period 1603–1625. Answers at this level will display a very good understanding of the historical context. Houston, in Interpretation A, references James I's extravagance, which candidates could illustrate by pointing to the gifts given to favourites such as Somerset and Buckingham. They might challenge Houston, however, by arguing that a certain amount of extravagance was necessary for a Scottish king to build relationships with an English court. There was also a demand for extravagance after what many regarded as Elizabeth's financial restraint. Houston claims that James ignored the warnings of his Lord Treasurers. Candidates may confirm this by pointing to Salisbury's attempts to reduce royal spending through the Book of Bounty in 1608. Middlesex also launched a massive programme of retrenchment in the 1620s but was unable to prevent James from transferring large sums of money to Buckingham. Brice/Lynch, in Interpretation B, refer to the long-term underfunding of the English monarchy. Candidates may point out that inflation had drastically reduced the revenue from crown land and had diminished the value of parliamentary subsidies as well as customs. Over the course of the preceding reign, royal income had fallen by as much as 40 percent in real terms. Corruption and under-assessment were also endemic problems in the taxation system. Brice/Lynch also argue that James's Lord Treasurers

were “ineffective or corrupt”. Candidates may discuss their effectiveness by evaluating policies such as the expansion of impositions or the Great Farm of the Customs. They may also discuss the failure of reform proposals such as the Great Contract or the Cockayne Project. They might also provide evidence of ministerial corruption: the Earl of Suffolk was notoriously corrupt, building Audley End from the proceeds of his mismanagement, while Lionel Cranfield was actually impeached for corruption. Candidates may, however, challenge Brice/Lynch by arguing that James did nothing to prevent or challenge this corruption. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**Option 2**

**AVAILABLE  
MARKS**

30

**60**

### Option 3: Britain in the Age of Reform 1830–1880

AVAILABLE  
MARKS

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

- 1 (a) Analyse the aims and methods of the Chartists between 1838 and 1848.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the aims and methods of the Chartists between 1838 and 1848. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

#### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the aims and methods of the Chartists between 1838 and 1848. For example, there may be reference to the six points of the People's Charter. Candidates make a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to the aims of the Chartists between 1838 and 1848, focusing perhaps on the six demands in the People's Charter: all men should have the right to vote; all electoral districts were to be equal; the requirement that all MPs should be property owners should be abolished; the secret ballot should be introduced; general elections were to be held annually and MPs paid. Answers will also begin to discuss the methods employed by the Chartists. For example, reference might be made to the Chartist strategy of petitioning, and specifically the petitions presented to Parliament in 1839, 1842 and 1848. It was claimed by the movement that the last petition contained 5.75 million signatures. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use

of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

AVAILABLE  
MARKS

#### Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will clearly analyse the aims and methods of the Chartists between 1838 and 1848. On methods, an important Chartist tactic was the use of large open-air meetings and demonstrations, such as the meeting held at Kennington Common in London on 10 April 1848. Answers might also analyse the disagreement which existed between some Chartist leaders over how best to achieve their aims, often summarised as the conflict between moral-force Chartism, with its emphasis on peaceful methods, and physical-force Chartism, where the emphasis was on the threat of violence against established authority. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

10

- (b) Analyse the importance of the reforms of the Liberal Government between 1868 and 1874.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the importance of the reforms of the Liberal Government between 1868 and 1874. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

#### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the importance of the reforms of the Liberal Government between 1868 and 1874. For example, there may be reference to reforms passed relating to education and the Army. Candidates make a reasonable

selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to the importance of the reforms of the Liberal Government between 1868 and 1874. For example, Forster’s Education Act of 1870 laid the foundations of the English elementary education system, while Cardwell’s army reforms encompassed the War Office Act and Army Enlistment Act (both 1870), as well as the Army Regulation Act (1871). The most controversial aspect of the Army reforms was the abolition of the purchase of commissions, with appointments and promotions now based on merit. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will clearly analyse the importance of the reforms of the Liberal Government between 1868 and 1874. Candidates may note that the principle of meritocracy was extended to the Home Civil Service by an Order-in-Council in June 1870, which made all public posts open to competition by means of public examinations. Two significant pieces of legislation were placed on the statute book in 1872. One was the Licensing Act, which gave Justices of the Peace the right to grant licences to publicans, fix opening and closing times and check on the adulteration of beer. The other was the Ballot Act, which introduced the secret ballot at elections. The Trade Union Act of 1871 was the Liberal response to working-class pressure for legal protection for trades unions, but what the Government gave with one hand, it seemed to take away with the other, when the Criminal Law Amendment Act of the same year effectively made picketing illegal. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

AVAILABLE  
MARKS

10

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the destruction of Sir Robert Peel's political career? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. For example, they may observe that the source is a speech by Sir Robert Peel, the Conservative Prime Minister.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, Source 1 is Robert Peel's observations about his leadership of the Conservative Government and the contribution it had made to national life.

**Level 3 ([11]–[15])**

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. The author represents a key strength of the source, as it is a speech by the outgoing Prime Minister, Sir Robert Peel, who had led the Conservative Government since it came into power in 1841. The date of the source, 29 June 1846, is also a strength in that it is at this point that Peel resigns as Prime Minister and effectively gives up leadership of the Conservative Party. Arguably, the principal strength of the source is its content, despite the fact that there is no explicit reference to those within his own party who have deserted him. However, there is an indirect reference to what Peel clearly considers – and what many historians agree – to be the main reason for his fall from power, namely the opposition of those “who support the principle of protection” and who are motivated by “selfish interest”. Furthermore, the closing reference to “plentiful and untaxed food” is clearly related to perhaps what was Peel's most famous and most controversial reform: the repeal of the Corn Laws in 1846. This was the event which resulted in his resignation because it split the Conservative Party, as he acknowledges at the beginning of the source. This marked the beginning of the end of Peel's political career. Candidates might consider the mode, motive and audience of the source to be positive elements, in that we have here a speech (mode) intended both to explain and justify his actions as Prime Minister (motive) directed not just to his fellow MPs but arguably the general public as well (audience).

**Level 4 ([16]–[20])**

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 Level 4, candidates must include relevant contextual knowledge in their answer. It can be argued that the source has two principal shortcomings: first, it does not name any of those party colleagues who savagely criticised Peel for his decision to repeal the Corn Laws; and second, there is no information about Peel's fate after he stands down as Prime Minister (due to the date of the source). Resignation need not necessarily have meant an end to Peel's political career, but candidates may be able to deploy contextual knowledge to argue that because Peel had so bitterly divided his party over repeal of the Corn Laws – a policy for which he had no mandate either from the party or the electorate – the Conservatives could never be reunited under his leadership. However, candidates might choose to develop this point by noting that the destruction of Peel's political career was not simply or solely a case of self-inflicted damage. The role of Benjamin Disraeli merits consideration in that, while he may not have created the Corn Law crisis for the Conservatives, it could be argued that he exploited the situation. However, candidates might well consider the last few sentences of the source to be the most relevant to the question of the destruction of Peel's political career. Peel is clearly consoled by the belief that, whatever the damage to his reputation within his party, he will be remembered "with expressions of goodwill" by the ordinary working people who could now enjoy cheaper food and a lower cost of living in general. Peel had put the national interest above party interest, something that he clearly considered to be a virtue. However, what was a virtue to Peel was seen as a betrayal of traditional Conservative principles by many of his party. For this, there was a price to be paid, and Peel paid in full measure.

Any other valid material will be rewarded appropriately.

[20]

20

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the Whig Reforms between 1833 and 1840 do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the Whig Reforms between 1833 and 1840. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

#### **Level 2 ([8]–[14])**

Answers will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the Whig Reforms between

1833 and 1840. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Lowe in Interpretation A and Murphy et al. in Interpretation B. Interpretation A argues that the Whig reforms were driven by Utilitarian principles and produced notable successes. Murphy et al.'s analysis in Interpretation B disagrees with Lowe. This interpretation makes no reference to Utilitarian doctrine and instead highlights the mixed success of the legislation that the Whigs produced. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

### **Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the Whig Reforms between 1833 and 1840. Answers at this level will display a good understanding of the historical context. Interpretation A is very much focused on the Utilitarian aspect of the Whig reform programme, and illustrates this with reference to the Poor Law Amendment Act of 1834 and the Registration Act of 1836, which required the formal registering of all births, marriages and deaths in the nation. In particular, Lowe notes that this Act produced a significant reduction in people's rates, a burden which would have fallen heaviest on the middle class, and therefore a reform which might have been expected to produce some electoral benefit for the Whigs in the future. Interpretation B has a much less positive view of the reform programme than Interpretation A. While acknowledging that, overall, the Whigs produced an "impressive package" of reforms, including individual successes such as the Municipal Corporations Act of 1835, Murphy and his colleagues note that this programme was by no means comprehensive and that in some instances it did more harm than good, particularly, they seem to argue, in the case of the Poor Law Amendment Act, which Interpretation A presents as a success. Interpretation B also makes the point that, in addition to the flaws in some Acts, the drive for reform lost its early momentum and enthusiasm when Lord Melbourne succeeded Earl Grey as Prime Minister in April 1835, perhaps a reflection on the character and attitude of the incoming premier. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

### **Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the Whig Reforms between 1833 and 1840. Answers at this level will display a very good understanding of the historical context. Perhaps the main strength of Interpretation A is its emphasis on the influence of Utilitarianism on government thinking and government action. Candidates might develop this point with reference to the Poor Law Amendment Act of 1834 (one of the pieces of legislation criticised in Interpretation B), as this illustrates a Utilitarian approach to the problem of the Poor Law throughout. First, there was the establishment of a Royal Commission in 1832 to investigate the existing Poor Law, whose 26 members included the Utilitarian Edwin Chadwick. The report which was produced in 1834 informed the legislation that was drafted, which included provision of a central regulatory authority, in this case the Poor Law Commission based in London, with Chadwick

appointed as its first secretary. Candidates have scope to construct an effective challenge to Interpretation A by arguing that, by limiting himself to reforms which are clearly linked to Utilitarianism, Lowe ignores other important reforms such as the abolition of slavery in 1833. Furthermore, Lowe’s interpretation lacks sufficient range on the reforms the Whigs placed on the statute book in this period and it makes no reference to the significant limitations of some of those reforms, for example the failure of the Poor Law Amendment Act to eradicate poverty. In contrast, candidates might consider that the real strength of Interpretation B is that it provides a broader and more balanced assessment of the Whig reforms than Interpretation A. For example, Murphy and colleagues acknowledge the significance of the Abolition of Slavery Act, but also note the shortcomings of the Factory Act of 1833. A challenge to Interpretation B might be its failure to illustrate the more restricted reform agenda after 1835, but perhaps more importantly its failure to acknowledge the influence of Utilitarian principles on the Whigs. It also ignores Whig efforts to address the question of education. There is also scope for candidates to use the reference in Interpretation A to the Registration Act of 1836 and the increased education grant of 1839 to refute the impression given by Interpretation B that not much happened in terms of reform after 1835, possibly supported by contextual reference to other legislation such as the establishment of the Penny Post in 1839. Melbourne’s reforms might well have been “less spectacular” than what had been produced by Grey’s government, but these years were not entirely barren. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**AVAILABLE MARKS**

30

**Option 3**

**60**

## Option 4: Italy and Germany 1815–1871

AVAILABLE  
MARKS

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

**Quality of written communication will be assessed in Question 1.**

- 1 (a) Analyse the aims of those who took part in the revolutions which broke out in the German states in 1848.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

### **Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the aims of those who took part in the revolutions which broke out in the German states in 1848. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

### **Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the aims of those who took part in the revolutions which broke out in the German states in 1848. They may refer to the ideas of some of the liberal and nationalist leaders of the revolutions, as well as the grievances of the peasants and artisans, but their aims will not be discussed in depth. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse a range of factors. They may point out that many nationalists and liberals aimed to unite Germany and establish liberal constitutional government. Middle-class liberals were frustrated that, despite their growing economic power as a result of the establishment of the *Zollverein*, they enjoyed little political influence. They demanded freedom of the press and many also wanted greater economic freedom. Other middle-class professionals, such as doctors, lawyers, teachers and,

in particular, civil servants took part in the revolutions because they were frustrated by a shortage of career opportunities; in fact, almost all senior civil servants prior to 1848 were members of the nobility. In addition, the handloom weavers, who were in many respects the flag bearers of the revolutions in Germany in 1848, demanded a return to their once secure economic position and social status by limiting the introduction of new technology which, they maintained, was destroying their livelihood. They demanded higher wages and shorter working hours. The aims of the peasantry were economic and social, rather than political. Against the background of severe food shortages and widespread starvation due to crop failures and potato blight in 1846–1847, peasants demanded more food at cheaper prices. In areas where they had become tenant farmers as opposed to landless labourers, they also demanded cheaper rents. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

#### **Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the aims of those who took part in the revolutions which broke out in the German states in 1848. Answers at this level may observe that, while the participants in the revolutions in Germany in 1848 had many common aims, there were also important differences. For example, most of the Protestant revolutionaries in Prussia wanted to exclude Austria from the future 'Germany', while their Catholic counterparts in the Southern German states insisted that it should be included. In addition, some of those who took part in the revolutions in the German states in 1848 aimed to establish a liberal constitutional monarchy, while others supported a republic. Answers at this level may explore in greater depth the demands of the artisans, craftsmen and handloom weavers; they wanted protection for their jobs, export subsidies, and cheap importation of raw materials, as well as free education and welfare benefits for the elderly. Some revolutionaries were also motivated by regional and local grievances. For example, the peasants' demands for better economic conditions were most vocal in areas where they had the least freedom, such as in parts of the Rhineland, Silesia and South West Germany. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

10

- (b) Analyse the reasons for the economic strength of Prussia during the period 1849–1871.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause,

consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the reasons for the economic strength of Prussia during the period 1849–1871. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the reasons for the economic strength of Prussia during the period 1849–1871, mentioning, for example, the benefits brought by the *Zollverein*. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis of the reasons for the economic strength of Prussia. Answers will begin to analyse a range of factors. The *Zollverein*, established in 1834 for Prussia’s commercial benefit, originated in an earlier Prussian Customs Union. It came to dominate the German states, the removal of customs barriers aiding Prussian iron, steel and textile production. Prussia possessed rich coal and iron ore deposits, the Ruhr alone producing 12 million tons of coal in 1866, more than any other German state. Prussian railways, by the mid-1860s, were more extensive than those in either France or the Habsburg Empire. They increased the demand for coal and iron, boosted heavy engineering and created wider markets for Prussian manufactured goods. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and

analysis of the reasons for the economic strength of Prussia during the period 1849–1871. The Prussian government valued infrastructure, the state bank helping to extend railways, roads and canals. Population growth (from 15 million in 1849 to 20 million in 1870) was important to industrial development, a steady influx of peasants into the cities supplying workers for burgeoning industries. The educational system, arguably the most advanced in Europe, facilitated great technological advances. Individuals were important: Krupp, who built up a huge iron and steel business, supplied most of Prussia’s armaments, and the financier Bleichröder brought private finance to government projects. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

10

AVAILABLE  
MARKS

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the role of Pius IX in the failure of the revolutions in Italy in 1848? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

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. They may observe that the source represents Pius IX's refusal to take part in any war against the Habsburg Empire.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. They may note that the Pope is protesting that, as the earthly representative of God, he cannot wage war upon any country. He goes on to condemn the proposal that he should become ruler of a united Italy.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well, but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The mode of the source is a Papal address, usually issued only in crises. Its author, Pius IX, is speaking for the whole Catholic Church. The solemn tone and the use of the formal "We" are meant to inspire obedience among Catholics. The tone is also scathing towards those who have placed nationalist hopes on the Pope. He talks of their "treacherous" advice, and reminds them of their duty of "obedience" to their existing rulers. The date, 29 April 1848, is a month after Piedmont declared war on Austria. Other Italian governments had sent units to assist in this "national" war, but the Pope had not officially done so. Hence he condemns a war against the leading Catholic power and refuses to endorse a united Italy, even under a papal presidency. The audience for Source 1 is Catholics who favour a united Italy, and its motive is to dissuade them from radical actions, as Pius fears a lessening of papal power in a more democratic Italy.

**Level 4 ([16]–[20])**

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 Level 4, candidates must include relevant contextual knowledge in their answer, such as Gioberti's advocacy of an Italian confederation under the Pope's presidency, and the Pope's own actions when elected in 1846, granting an amnesty for political prisoners and establishing a Council of State, reforms which made him a nationalist hero. When Piedmont invaded Lombardy, Pius held back, although Tuscany and Naples sent help. He believed that he could not fight against the major Catholic power, especially when Piedmont had attacked without provocation. Hence his claim that, as

God's representative, he cannot take sides. He dissociates himself from those who want him as the head of a new Italian state, and tells his subjects to give their loyalty to their respective rulers. A limitation of the source is that the Pope makes no reference to his earlier reforms, which stimulated nationalist feelings. Nor does it show how the Papal Allocution proved a serious blow to the revolutions of 1848 and increased nationalist anti-clericalism.

Any other valid material will be rewarded appropriately. [20]

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the role of Garibaldi in achieving Italian unification do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[7])**

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the role of Garibaldi in achieving Italian unification. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

**Level 2 ([8]–[14])**

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the role of Garibaldi in achieving Italian unification. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of both Interpretations. Hearder, in Interpretation A, emphasises Garibaldi's ability as a military leader, while Clark, in Interpretation B, notes that Garibaldi received vital support from the Sicilian peasantry, and points out how, on two later occasions, Garibaldi tried but failed to conquer Rome. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

**Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the role of Garibaldi in achieving Italian unification. Answers at this level will display a good understanding of the historical context. Hearder, in Interpretation A, sees Garibaldi as an exceptional leader. He contrasts the Neapolitan army, 25 000 strong, with modern arms and initially holding the high ground, with Garibaldi's 1000 largely inexperienced volunteers, armed only with "a few

rusty rifles and bayonets.” Nonetheless, Garibaldi overcame the odds at the Battle of Calatafimi by the simple expedient of a bayonet charge, the key victory in a campaign which would destroy the “ancient kingdom” of the Two Sicilies. After crossing the Straits, he advanced northwards, seizing Naples without a fight and entering the city “unopposed,” welcomed by adoring crowds. Clark, in Interpretation B, accepts the success of the campaign, but notes “strokes of good fortune” which benefited Garibaldi. Initially fortunate in arriving in a Sicily experiencing revolution, he listened sympathetically to complaints against pillaging Neapolitan forces, thereby gaining the peasants’ support and their valuable local military intelligence. He also benefited from the support of the National Society and the British Navy. But Interpretation B also stresses that the conquered Neapolitans, far from welcoming the prospect of a united Italy, remained sceptical, particularly suspicious of Piedmontese involvement. Interpretation B plays down Garibaldi’s role in the eventual unification of Italy, claiming that the Kingdom of Naples, despite its conquest by Garibaldi, “played virtually no part” in the final stages of unification. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

#### **Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the role of Garibaldi in achieving Italian unification. Answers at this level will display a very good understanding of the historical context. Interpretation A extols Garibaldi’s military prowess and iconic status, stressing the way he overcame apparently overwhelming odds to capture the Kingdom of the Two Sicilies. It contrasts a full-time, much better equipped Neapolitan army with the “Thousand” volunteers, using antiquated weapons, yet capable of winning a key battle at Calatafimi, seizing Sicily, crossing the Straits of Messina and taking the city and state of Naples almost without a fight. This is explained through the bravery of the “Thousand” and Garibaldi’s own charismatic leadership. Interpretation A might be challenged on its portrayal of Garibaldi’s campaign of 1860. Hearder stresses the heroics of the “Thousand” but fails to acknowledge the 20 000 reinforcements sent by the sympathetic National Society, as well as the low morale of Neapolitan troops, who were rarely paid their wages. In addition, he does not mention the near-bankruptcy and consequent weakness of the Neapolitan monarchy, a factor in the wholesale abandonment of their posts by Neapolitan officials, foremost among them the young and inexperienced King, creating an almost total absence of resistance to Garibaldi’s march through the mainland. Clark, in Interpretation B, adopts a more nuanced approach to Garibaldi’s apparent triumph, emphasising the assistance he was given by the British Navy, as well as by the peasantry of Sicily. He argues that Garibaldi had the good luck to be in a position to capitalise on a pre-existing Sicilian peasant revolt. He also claims that “the Kingdom of Naples played virtually no part in the final, crucial part of Italian unification.” This might be challenged on the grounds that Cavour’s ambition (and indeed his agreement with Napoleon III) was to unify only the north of the country. Southern Italy was seen as backward and impoverished, a potential drag on a future united Italy. Once Garibaldi seized Naples, however, and kept marching towards his ultimate target of Rome, he forced a worried Cavour’s hand, and the Piedmontese statesman felt obliged

to “accept” Naples, thus preserving the independence of the Pope, vital in securing Catholic opinion. Candidates at this level will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**Option 4**

AVAILABLE MARKS
30
<b>60</b>

## Option 5: Germany 1919–1945

AVAILABLE  
MARKS

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

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

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the changes in the Weimar economy in the period 1919–1929. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the changes in the Weimar economy in the period 1919–1929. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse 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. There was considerable economic instability in the period 1919–1923. As a result of the Treaty of Versailles, Germany had lost considerable economic resources and had to pay reparations. By 1923 the Weimar economy was suffering from hyperinflation and the government defaulted on its reparations payments, leading to the French invasion of the Ruhr. It was only in August 1923 that the formation of a new coalition government under Stresemann found the will to introduce economic policies which would lead to an economic recovery. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity

and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

AVAILABLE  
MARKS

#### Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound 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 the underlying weaknesses which culminated in the depression from October 1929 onwards. Evidence for an economic recovery in the period 1924–1929 could include an increase in production levels, greater foreign investment, rising exports and rising wages. Evidence for underlying weaknesses could include high imports, high unemployment, a rural recession and a dependence on foreign loans. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

10

- (b) Analyse the impact of Nazi racial policies on the lives of Jews in Germany in the period 1933–1939.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the impact of Nazi racial policies on the lives of Jews in Germany in the period 1933–1939. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

#### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the impact of Nazi racial policies on the lives of Jews in Germany in the period 1933–1939. Candidates make a reasonable selection and use of

an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse the impact of Nazi racial policies on the lives of Jews in Germany in the period 1933–1939. All Jews in Germany were affected by some measures of discrimination as Nazi anti-Semitism gradually increased. In April 1933 there was an official boycott of Jewish shops and professions, followed by the Law for the Restoration of the Professional Civil Service, which excluded Jews from the Civil Service. The Nuremberg Laws of September 1935 removed German citizenship from Jews and forbade marriages and extramarital relations between Jews and German citizens. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will provide an in-depth analysis of the impact of Nazi racial policies on the lives of Jews in Germany in the period 1933–1939. Due to the “Night of Broken Glass” of 9-10 November 1938, at least 200 synagogues were destroyed, 10 000 businesses attacked, 20 000 Jews sent to concentration camps and at least 91 Jews killed as a consequence of the pogrom. By January 1939 the Reich Central Office for Jewish Emigration had been created and by the end of the year the Jewish population in Germany had been reduced from 503 000 in 1933 to 234 000. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

AVAILABLE  
MARKS

10

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the rise to power of the Nazis from 1930 until Hitler's appointment as Chancellor on 30 January 1933? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

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. They may observe that the source is an account by von Papen of his role in the political negotiations immediately before Hitler's appointment as Chancellor.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. According to von Papen, in late January 1933 President Hindenburg asked him to negotiate with Hitler about the possibility of the Nazi leader forming a government based on parliamentary support. However, Hitler refused and demanded to be allowed to be appointed with Presidential authority, according to the same conditions by which von Papen and von Schleicher were appointed as Chancellors. President Hindenburg asked von Papen to be Vice-Chancellor in such a government.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author represents a key strength of the source, since von Papen was an important participant on behalf of President Hindenburg in the negotiations immediately before Hitler's appointment as Chancellor in January 1933. Through the mode of his personal memoirs, historians can gain potential insight into the motivations of key individuals involved in the political intrigue which ultimately led to the Nazis' rise to power. With regard to the tone of the source, von Papen suggests that President Hindenburg was aware of the gravity of the decision to appoint Hitler when stating that "he had finally made up his mind to take the dreaded plunge."

**Level 4 ([16]–[20])**

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 Level 4, candidates must include relevant contextual knowledge in their answer. The source has several shortcomings. It only informs historians about political negotiations on 28 January 1933; it does not provide information about political developments in the period 1930-1932. The memoirs were not published until 1953, by which time von

Papen's account could not be contradicted as he was the only significant participant in the negotiations to have survived. The honesty of von Papen's account is open to debate. It could be suggested that his motive was to influence an audience of future historians into believing that he was a dutiful individual acting in the interests of the President, rather than an ambitious politician who was determined to be returned to office after his dismissal as Chancellor in December 1932. From their contextual knowledge, candidates could point out that President Hindenburg had refused to appoint the Nazi leader as Chancellor in August 1932 after Hitler became the leader of the largest party in the Reichstag with 230 seats.

Any other valid material will be rewarded appropriately. [20]

20

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the effectiveness of German opposition and resistance towards the Nazis in the period 1939–1945 do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the effectiveness of German opposition and resistance towards the Nazis in the period 1939–1945.

Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

#### **Level 2 ([8]–[14])**

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the effectiveness of German opposition and resistance towards the Nazis in the period 1939–1945. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Evans and Jenkins and Bracher. Interpretation A emphasises the significance of the active resistance of the traditional conservative and military elites to overthrow the Nazi regime in the Bomb Plot of July 1944, despite their limited popular support. Interpretation B emphasises the significance of the opposition of the Christian Churches with their potential popular support, especially the protests of the Catholic Bishop von Galen against the Nazi policy of euthanasia in 1941 and the activities of the Protestant theologian Bonhoeffer. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

**Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the effectiveness of German opposition and resistance towards the Nazis in the period 1939–1945. Answers at this level will display a good understanding of the historical context. Interpretation A emphasises the importance of the Bomb Plot of 20 July 1944 by elements of the military as the pinnacle of active resistance. It suggests that Operation Valkyrie was “significant,” as the conspiracy to kill Hitler and overthrow the Nazi regime by force was an attempt at a coup d’état and “came closer to success” than any other resistance activity. Evans and Jenkins argue that the failure of the plot was predictable, partly because of its lack of popular support. However, Interpretation B suggests that opposition by individuals from within the Christian Churches on particular issues was “significant.” Opposition from the Catholic Church is regarded as “impressive” and the public protests of Clemens von Galen, the Catholic Bishop of Münster, against the euthanasia programme in 1941 are emphasised. Bracher argues that von Galen had such popular support in Westphalia that there would have been a popular revolt if the Nazi regime had arrested the Bishop. The policy of euthanasia was suspended due to the popular support for von Galen, suggesting that opposition involving protests over a single issue was “successful.” Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

**Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the effectiveness of German opposition and resistance towards the Nazis in the period 1939–1945. Answers at this level will display a very good understanding of the historical context. In support of the arguments of Interpretation A, responses may point out that the Bomb Plot of 20 July 1944 was the most serious threat to the survival of the Nazi regime from within Germany. The active resistance of the Conservative elites formed around the army because, with its access to arms, it had the real capacity to resist. Even though the Bomb Plot failed, it could be argued that this was the most significant example of resistance and potentially the most effective. Answers may elaborate on the reference to the conservative elites in Interpretation A. This would include the Beck-Goerdeler Group which was associated with Operation Valkyrie. The plan was that, after the successful assassination of Hitler at his military headquarters in Rastenburg, orders would be issued to the Home Army to suppress civil unrest. The orders were to be used as a smokescreen designed to help the army seize control of Berlin and other key cities. The conspirators were supposed to seize the national radio station and arrest all SS and Nazi leaders. A provisional government would then be set up with Beck as President and Goerdeler as Chancellor. In support of Interpretation B, responses may point out that von Galen’s ferocious attack on euthanasia in a sermon on 3 August 1941 forced the Nazi government to suspend its euthanasia programme. Thousands of copies of the sermon were circulated in Germany and von Galen was too popular to be arrested. He was one of the very few opponents of the Nazis actually to be able to force a change in government policy, suggesting effective opposition on a specific issue. Answers may elaborate on the reference to the Kreisau

Circle in Interpretation B. This upper class group met on Count Helmuth von Moltke's estate and in 1943 drew up the Basic Principles for a New Order. Bonhoeffer was a pastor in the breakaway Protestant Confessional Church who criticised Nazism as against the teachings of Christ. The interpretations could also be challenged. With regard to Interpretation A, it could be argued that, as the attempted coup of 1944 failed to assassinate Hitler and overthrow the Nazi regime, such resistance was totally ineffective, whereas the opposition of the Christian Churches was more effective because it had less ambitious aims. With regard to Interpretation B, it could be argued that von Galen's opposition towards euthanasia was a protest over a single issue. It was not a threat to the survival of the regime. Although von Galen had some local support in Westphalia, it is debatable whether such opposition was widespread throughout the whole of Germany. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**Option 5**

**Total**

**AVAILABLE  
MARKS**

30

**60**

**60**

