



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS/Advanced**

DEPTH STUDY 1

WALES AND THE TUDOR STATE, c 1529-1588

1232/01

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 1

WALES AND THE TUDOR STATE, c. 1529-1588

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source A mean by the phrase “that state of lawlessness and disorder to which they were once so addicted”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the previous lawless state of Wales.
- change in the attitude, behaviour and conduct of Welshmen since Lee’s appointment.
- the country had changed from a state of lawlessness to one of peace and civility due to a deliberate policy of pacification and harsh punishment

QUESTION: 2(a)

What does the author of Source A mean by the phrase “freed his people from oppression”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the administrative and judicial reforms introduced by Henry VIII in the 1530s and early 1540s.
- the purpose of the legislation was to free the Welsh people from the harsh laws passed against them in the fifteenth century following the Glyndwr rebellion.
- Powel approves of the Acts of Union because it made the Welsh the equal of Englishmen under the law.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was the role of the Lord President of Wales in the government of Wales?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the role of the Lord President of Wales in the government of Wales. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the role of the Lord President of Wales in the government of Wales. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the significance of the office in judicial and administrative terms
- the power the holder of the office wielded – the contrast between a weak and stronger Lord President.
- broadly speaking, under Lee the presidency was effective and efficient but the opposite was true under Sidney.
- there will be valid evaluative comments on the authorship of both sources regarding the significance of the role of the Lord President of Wales in the government of Wales. The historian offers an objective and balanced assessment of Sidney's presidency but Lee is biased in highlighting his own achievement.

QUESTION: 2(b)

How important were the Acts of Union for the people of Wales?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the Acts of Union for the people of Wales. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the Acts of Union for the people of Wales. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the significance of the administrative and judicial reform of Wales enshrined in the Acts passed by Parliament.
- the King and his ministers, principally Thomas Cromwell, were responsible for formulating and shaping policy, the administration of justice and in conducting parliamentary sessions and the passing of laws freeing the Welsh people from previous harsh law.
- the Welsh people benefitted from the passing of the Acts which removed the oppression they had endured for more than a century.
- there will be valid evaluative comments on the authorship of both sources regarding the significance of the union of Wales and England on the Welsh people. One author is a contemporary writer and lawyer whilst the other is a modern historian, both of whom attempt to offer a balanced assessment of the benefits that union brought to the Welsh people.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that law and order had broken down in Wales in the late sixteenth century?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that law and order had broken down in Wales in the sixteenth century. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether this interpretation is valid and supported, or not, by the provided evidence. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed.
- The historian, writing in Source D is convinced that law and order had improved in Wales. Wales was a lawful and law abiding country and that these incidents were the exception rather than the norm.
- An alternative view as expressed in the question is that Wales remained lawless and disorderly. Such interpretations can be supported by evidence like that of William Morgan in Source C.

QUESTION: 2(c)

Do you agree with the interpretation that the forces of law and order in Wales were weak and ineffective?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of the forces of law and order in Wales were weak and ineffective in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether this interpretation is valid and supported, or not, by the provided evidence. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed.
- the view in the question regarding the forces of law and order is supported by evidence like that in Source C. This official document suggests that in some parts of Wales, the enforcement of law and order was very poor.
- candidates will consider alternative interpretations regarding the strength and effectiveness of the forces of law and order such as the possibility that the legal system functioned effectively and was far from weak. Modern historians are more likely to offer a balanced assessment missing in the sources highlighted. This is typically shown by Source D.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources C, E and F to an understanding of Wales and the Tudor State between 1529 and 1588?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-1588. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects that existed in Wales and their effect of the relationship between the Principality and the Tudor State during the sixteenth century.
- the sources provide the views of the problems that confronted the authorities in terms of government, law and order, and the behaviour of the poor and vagrant.
- coverage is limited as they do not include certain aspects of the government and judiciary of Wales and their relationship with the Tudor State particularly the effectiveness of the chief agent of Tudor rule in Wales, the Lord President.
- the sources are also limited in that they do not discuss the rather limited sources available to historians of this period.
- there should be some discussion of the wider range of sources that could be of use in understanding issue during this period

QUESTION: 2(d)

How useful are Sources C, E and F to an understanding of Wales and the Tudor State between 1529 and 1588?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-1588. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects that confronted the authorities in terms of government, law and order some of which conspired to hinder a closer relationship between England and Wales.
- the sources provide the views of two contemporaries who have first hand experience of Wales during this period and the views of a near contemporary historian.
- coverage is limited as they do not include the condition of Wales in this period. Was the system of justice in crisis and ineffectual, was there corruption or were the officers of the Crown effectively controlling law, justice and the courts.
- the sources are also limited in that they do not issues
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Wales and the Tudor State during this period.



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS/Advanced**

DEPTH STUDY 2

REBELLION AND REPUBLIC, c. 1629-1660

1232/02

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 2

REBELLION AND REPUBLIC, c. 1629-1660

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source F mean by the phrase “Unchallenged by dissent or opposition, His Majesty rules with the willing consent of his subjects”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the period of the Personal Rule or the Eleven Years' Tyranny.
- the King justified his rule by Divine Right and thought he governed with the support of the people.
- the King's treatment of and contempt for Parliament suggest that he did not rule with the support of all the people.
- the author offers his opinion about the actions of the king and comes to the conclusion that he was justified in ruling without a troublesome Parliament.

QUESTION: 2(a)

What does the author of Source F mean by the phrase “I knew that nothing good would come of recalling Parliament”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the distrust many in Parliament felt for the king.
- the King thinks he can rule without the will and consent of the people.
- the King thinks he can force Parliament to do as he wishes.
- the author suggests that the King's deceitful conduct will lead to conflict.
- the phrase was expressed during the difficult time after Charles I had been forced to recall Parliament after the Personal Rule.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was the role played by the Scots in defeating the royalists in the Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the role played by the Scots in defeating the royalists. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the role played by the Scots in defeating the royalists in the Civil War. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the significance of the military contribution made by the Scots to the war effort.
- although the Scots supported Parliament the effectiveness of their contribution is disputed.
- there will be some evaluative comments on the authorship of both sources – the modern historian and the contemporary, Lord Newark. Newark appears to be biased suggesting that the Scottish forces have greatly helped Parliament. The historian suggests that the Scots were more of a hindrance than a help and that their importance was limited.

QUESTION: 2(b)

How important was religion as a cause of the Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of religion as a cause of the Civil War. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of religion as a cause of the Civil War. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the importance of religion in terms of its ability to enthuse, enrage or motivate people.
- the imposition of the Prayer Book in Scotland by Laud had led to the Bishops' Wars and in England too the reform of the Church was proving controversial.
- vested interests were clearly opposed to religious reform and a deeply conservative people were unwilling to embrace change.
- there will be some evaluative comments on the authorship of both sources – the English churchman commenting on Scottish reaction to religious reform and the MP arguing for limited reform of the English church. Both were fearful of the reaction of the populace to religious change. This would increase opposition and may lead to rebellion or even civil war.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that Charles I was responsible for causing the Civil War?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Charles I was responsible for causing the Civil War. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether Charles I was responsible for causing the Civil War. Candidates should be able to consider whether this interpretation is valid and supported by the provided source or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed.
- candidates will consider alternative interpretations regarding whether the Civil War was caused by Charles I or whether Parliament was more culpable
- the view in the question is that of historians such as Wedgwood. She is of no doubt where the blame lies - it is the King's fault
- an alternative view is supported by the evidence in Source C. However, as this is a final speech by the King, it is obviously highly biased.
- many historians would see the outbreak of war as caused by a variety of pressures, with blame being attached to many factors, including religion and the situation in Scotland.

QUESTION: 2(c)

Do you agree with the interpretation that Charles I was responsible for the outbreak of the Second Civil War in 1648?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Charles I was responsible for the outbreak of the Second Civil War in 1648. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the king was responsible for the outbreak of the Second Civil War in 1648. Candidates should be able to consider whether this interpretation is valid and supported by the provided sources or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed.
- candidates will consider the interpretation that Charles was not to be trusted and he would lead the country into war again. This is a widely held view.
- an alternative view is expressed in Source C where the historian argues that the Second Civil War was supported by many people and that this was a key issue.
- a third view is supported by the evidence in Source C. This is a traditional interpretation that Parliament started the Second Civil War as a pretext for destroying the monarchy.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources C, E and F to an understanding of the causes and events of the Civil War?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the causes and events of the Civil War. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the Civil War between 1629 and 1649. They show that both sides were equally stubborn.
- the sources are limited as none of the three relates to events during the war.
- the sources are also limited in that they do not include anything from the Parliamentary angle.
- there should be some discussion of the wider range of sources that could be of use in understanding development during this period

QUESTION: 2(d)

How useful are Sources B, E and F to an understanding of the causes and events of the Civil War?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the causes and events of the Civil War. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of some key events during the war with strong hints as to why that war broke out. Two of the sources cover the period leading up to Civil War while the third dates from the war itself.
- the sources provide the views of leading contemporaries and an academic historian
- coverage is limited as they do not include much on events of the war
- there should be some discussion of the wider range of sources that could be of use in understanding developments during this period



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS Advanced**

DEPTH STUDY 3

**REFORM AND PROTEST IN WALES AND ENGLAND,
c. 1830-1848**

1232/03

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND, C. 1830-1848

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source E mean by the phrase “Should not children in them be protected by law”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- Source A is referring to the appalling conditions in the mills and the prevalence of child labour.
- Oastler was an effective factory reformer who has significant influence on legislation.
- the language is rhetorical and designed to persuade the reader about the evils of factory conditions.

QUESTION: 2(a)

What does the author of Source E mean by the phrase “hellish Poor Law Bastilles”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- Source E is referring to the workhouses, often nicknamed ‘Bastilles’ by the opponents of reform.
- the conditions in the workhouses were a key component of the opposition to the Poor Law.
- the language and tone of the source is significant – “hellish”, “torn”, “misfortune”.
- Oastler was a noted factory and poor law campaigner whose views are unsurprising.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was physical force agitation in the Chartist movement?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of physical force agitation in the Chartist movement. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of physical force agitation. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A says that physical force Chartism alarmed Parliament whilst Source B plays it down.
- the main advocate of the movement was O'Connor and the influential paper The Northern Star was important.
- the failure of Parliament to accept the petitions pointed to failure of physical force agitation.
- the movement was badly divided on tactics between Lovatt's followers and those of O'Connor.
- Green was a pioneering social historian who gave prominence to social and economic issues whereas Harney was an active Chartist who was sceptical about the importance of physical force.

QUESTION: 2(b)

How significant was the demonstration of 1848 in the history of the Chartist movement?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the demonstration of 1848 in the history of Chartism. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the demonstration of 1848. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A describes the extent of the demonstration whereas Source B is a self-congratulatory perspective from the wife of a prominent government minister.
- the 1848 demonstration was the last great Chartist demonstration with thousands involved and the government was terrified. Enormous military preparations were made under the command of the Duke of Wellington and early photographic evidence reveals the enormous size of the meeting at Kennington.
- O'Connor's nerve seems to have failed and the demonstration fizzled out. Lady Palmerston's view was that there was a united front against the Chartist.
- the divisions within the movement were exposed by the failure of the demonstration
- the Chartist petition was ignored and better economic conditions probably killed off the movement. The failure of the 1848 demonstration was symbolic.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Merthyr Rising 1831 was a major threat to the authorities?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the Merthyr Rising 1831 was a major threat to the authorities. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Merthyr Rising 1831 was a major threat to the authorities. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is the work of a well known Welsh Marxist historian whereas Source D is from a Tory diarist.
- Source C clearly emphasises the breakdown of law and order in Merthyr which is confirmed by Source D. However, Mrs. Arbuthnot cannot help making comparison with Peterloo to make a party political point.
- one alternative interpretation regarding Merthyr is that it did cause Lord Melbourne, the Home Secretary, many sleepless nights and there is no doubt the government's military response suggests it was extremely concerned.
- Gwyn Williams is convinced the Merthyr Rising was a major development in Welsh working class consciousness and the radical tradition.
- Another interpretation is that the Merthyr Rising was of considerable concern to the authorities in South Wales, but less so outside the area. Source D may allude to this view.

QUESTION: 2(c)

Do you agree with the interpretation that local authorities had to be compelled to take action on Public Health?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the public health reform required compulsory legislation and action. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Public Health reform required compulsory legislation and action. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source, Source C is a revealing insight into the state of public health in a large town whereas Source D describes a wider picture.
- Source C reveals the lack of progress in Oxford mainly due to the cost of reform and this supports the interpretation in the question. Source D on the other hand presents evidence of a more positive picture in Manchester and suggests that the social commentators were being unduly pessimistic. Briggs had carried out extensive research on the Victorian cities which substantiated his comments.
- Source C is an accurate record of the inquiries and there is no reason to doubt its veracity. Source D is the considered view of a prominent historian of the nineteenth century who has conducted substantial research.
- the evidence on public health reform is patchy – clearly some municipal authorities were more energetic than others. The cost of reform was a great concern for ratepayers and there were very strong vested interests such as the water companies. Chadwick's 1842 Report and the Health of Towns Report 1844 presented a compelling case for compulsion and the impact of the cholera epidemics was fresh in people's minds. It is significant however that legislation was delayed until as late as 1848 and compulsion was reluctantly conceded in mid-Victorian Britain.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding reform and protest in Wales and England, 1830-1848?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with reform and protest in Wales and England 1830-1848. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the campaign for factory reform, the Merthyr Rising and Punch's view of public health.
- the sources provide the views of evidence is derived from a prominent factory reform campaigner who is in no doubt of the case for reform , a Tory diarist whose viewpoint is crystal clear and the satirical slant from Punch.
- coverage is limited as they do not include the context on parliamentary reform and Chartism is missing as are some aspects of social reform (education and poor law).
- there should be some discussion of the wider range of sources that could be of use in understanding reform and protest 1830-1848. during this period

QUESTION: 2(d)

How useful are Sources A, E and F in understanding reform and protest in Wales and England, 1830-1848?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with reform and protest in Wales and England 1830-1848. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects in finding out about the Poor Law Amendment Act, the Chartist demonstration of 1848 and some more general aspects of Chartism.
- the sources provide the views of the work of a dedicated factory reform and anti-poor law campaigner who is determined to present an indictment of the new system. Source A on the other hand has more perspective although Gammage was a prominent Chartist leader recalling events 50 years later and maybe include to present the movement in the best possible light. This was clearly not the intention of the cartoonist in Source F who is poking fun at the Chartist. include many aspects that are not covered such as the Reform Act 1832 and other aspects
- the sources are also limited in that they do not include many aspects that are not covered such as the Reform Act 1832 and other aspects of popular protest such as rural conditions and protest in general and Merthyr. The three sources do not cover the whole social reform context including factory reform, mines reform, education and public health reform.
- there should be some discussion of the wider range of sources that could be of use in understanding Reform and Protest 1830-1848 during this period



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS/Advanced**

DEPTH STUDY 4

CHANGE AND CONFLICT IN WALES, c.1900-1918

1232/04

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 4

CHANGE AND CONFLICT IN WALES, c.1900-1918

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source A mean by the phrase “In the current religious climate”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- reference to the religious awakening in Wales or to the Revival.
- reference to the alleged power of religion over people at the time.
- the rise of lawlessness and the reaction of the religious press.
- the author’s standpoint in relation to this issue; an upper-class view of the situation and clearly blinkered to the problems of Wales.

QUESTION: 2(a)

What does the author of Source A mean by the phrase ‘an area where a climate of conflict always threatens this social harmony’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- reference to the militancy seen in some areas of South Wales
- the campaign for improving miners working conditions and pay
- specific areas of conflict e.g. Tonypany, Llanelli, Cambrian Colliery
- the author’s standpoint in relation to this issue; a right wing publication opposed to union action in South Wales.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How significant was public disorder in Wales in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of public disorder in Wales in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of public disorder in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the way that some people, namely the rich, feared the breakdown of public order.
- Source A refers to a disorderly society in Wales
- Source B refers to the importance of the law and order in allowing people the freedom of speech, ultimately denied the suffragette here.
- Source A is from a private letter, not intended for publication and giving a personal, though one-sided view of law in Wales.
- Source B is an anti-suffragette publication and will attempt to show that the suffragettes are mainly responsible for disorder in this particular part of Wales.

QUESTION: 2(b)

How important was community identity in Wales in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of community identity in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of community identity in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- how communities offered support and an outlet for discontent.
- the community was a source of immense social pride, and a rite of passage for many young people
- Source A refers to the community aspect of life in which there was an undercurrent of conflict.
- Source B mentions the pride of a young man having worked his first shift
- Source A is from a conservative newspaper and gives a very romantic view of community life
- Source B is a recollection of a miner who lived during the period who seems to hold a very nostalgic view.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that South Wales was prosperous in this period?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that South Wales was prosperous in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which there was prosperity in South Wales in this period. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- expect discussion of the viewpoint of an historian, well-respected in his field, in a general history book covering the period 1880-1980
- the evidence of Source D does not support the interpretation in the question. The view here is highly critical of the state of one part of Wales, and is from a nationalistic left-wing publication
- candidates will consider alternative interpretations regarding whether there was prosperity in Wales in this period, especially the regional experiences felt. Some industries and some parts of Wales did prosper but others did not, and the division of wealth may not have been that evenly divided.

QUESTION: 2(c)

Do you agree with the interpretation that immigration had a negative effect on Wales in this period?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that immigration had a negative effect on Wales in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent that Wales was negatively affected by immigration in this period. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- expect discussion of the viewpoint of an historian who would have looked at the whole range of issues involved in the debate before arriving at his interpretation. His left-wing bearing may influence the viewpoint given
- the evidence of Source D supports the interpretation in the question. The view here is based on interviews with forty miners and this may well have affected the outcome
- candidates will consider alternative interpretations regarding whether immigration had a negative effect on Wales in this period. Periods of relative harmony and integration may be mentioned as well as linguistic, religious and cultural disturbances caused by immigration.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding change in Wales, 1900-1918?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with change and conflict in Wales, 1900-1918. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects that affected Wales in this period. In particular the issues of law and order and, poverty and the poor housing and sanitary situations are clearly stated
- there is a variety of source material, including a private letter, an official Government report, and a local newspaper. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources
- there should be some discussion of the wider range of sources that could be of use in understanding of Wales during this period

QUESTION: 2(d)

How useful are Sources A, E and F in understanding change in Wales, 1900-1918

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with change and conflict in Wales, 1900-1918. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects that affected Wales in this period. In particular the issues of social cohesion and community spirit, the political response to the Llanelli riots, and the revival.
- there is a variety of contemporary source material, including a recollection, a left wing newspaper and a political speech. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources.
- there are many other important issues not really covered, such as other industrial conflicts and economic and social change. Thus as an overall picture, the collection is limited. Industrial conflict in mining and quarrying areas is not wholly covered, neither are the influential sporting and cultural and educational developments of the period or social changes that were introduced
- there should be some discussion of the wider range of sources that could be of use in understanding of Wales in during this period



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS/Advanced**

DEPTH STUDY 5

BRITAIN, c. 1929-1939

1232/05

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 5

BRITAIN, c. 1929-1939

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source C mean by the phrase “such marches can do no good to the cause which they represent”

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the hunger marches that were occurring at that time e.g. Jarrow March, a call for Government assistance in areas that were unduly suffering due to the depression.
- the author’s standpoint in relation to this issue, a right-wing government supporting newspaper that would support the National Government and condemn the marchers
- the feeling by many in government that the marches were only out to cause trouble and disruption

QUESTION: 2(a)

What does the author of Source F mean by the phrase 'At this difficult time, there needs to be a fundamental change'?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- reference to the UAB set up in this period, and the Means Test which looked at how much money and assets a family had before unemployment would be continued
- reference may be made to the economic reasons why the National Government felt people should do more to help themselves.
- the author’s standpoint in relation to this issue, an establishment newspaper would support the government on such issues and encourage less dependency.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How significant were the effects of poor health in Britain in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of poor health in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the effects of poor health in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will demonstrate that different regions had different experiences in the decade and the effects of poor health could vary
- Source A says that ill-health is caused by people failing to act on their symptoms and believing that hereditary reasons are more to blame than social conditions
- Source B says that poverty is deep rooted and the mortality rate is high
- a government report would have been well conducted and is concerned with South Wales in 1937. The social survey has looked at York in 1936 but may be to other relevant poverty stricken areas
- the whole issue of poor health in all areas are not covered by these two sources alone and the negative experiences of Source A and B does not cover the full effect of poor health in all regions.

QUESTION: 2(b)

How important were new leisure experiences for people in Britain in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of new leisure experiences in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of new leisure experiences in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will demonstrate that new leisure experiences included the radio and cinema and that they were very popular even during the depression years
- Source A says that people were eager to have their own radio and the cinema was also very popular and numerous
- Source B says that the boredom of work could be relieved by a visit to the cinema
- the historian would certainly have researched the topic area and would be in a position to comment on the popularity of new leisure experiences. Source B, a social survey, would again have gained access to people's view of the cinema.
- Source A and B does not cover the full impact of new leisure experiences, only radio and cinema, there were a number of other developments.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Government did nothing to help people during the depression in this period?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the Government did nothing to help people during the depression in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the Government helped the unemployed during this period. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C gives support to the interpretation that the government did nothing to help by showing that the Government refused to meet hunger marchers
- Source C is a government supporting paper and is clearly supporting a government decision not to meet any marchers. Evidence like this certainly supports the interpretation given
- the view of the left-wing historian gives a very different interpretation. With hindsight it is trying to place the events of the 1930s into a wider economic perspective.
- Candidates will consider alternative interpretations regarding the government's attempts to help the unemployed through grants, special areas acts and benefits.

QUESTION: 2(c)

Do you agree with the interpretation that the National Government was formed in order to save the country from economic disaster?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the National Government was formed in order to save the country from economic disaster. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the formation of the National Government was done in order to save the country. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C suggests that the decision was the right one in order to save the country from further hardship.
- Source C is a cabinet record and as such would show how discussions led to the decision to form a National Government. Candidates could imply that this may have been edited. Evidence like this certainly supports the interpretation given
- the view of the left-wing historian is wholly different and claims the formation of the National Government was for selfish or political reasons. There is a clear left-wing bias in the interpretation given the nature of the publication
- candidates will consider alternative interpretations regarding the formation of the National Government such as that there was little alternative given the global nature of the depression.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding Britain, 1929-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Britain 1929-1939. Some of the issues to consider may include:

- the changes in the period such as mortality rates, the status of women and the need for soup kitchens during the depression
- reference to an official government report and one man's views contained in a letter as well as a photograph which may have a political motivation. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources
- the poverty and unemployment suffered by many is not mentioned explicitly in the three sources, neither are the social and economic problems that prevented many from taking opportunities are also not mentioned
- there should be some discussion of the wider range of sources that could be of use in understanding issue during this period

QUESTION: 2(d)

How useful are Sources A, E and F in understanding Britain, 1929-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Britain 1929-1939. Some of the issues to consider may include:

- the changes in the period such as the development of radio and the cinema, the developing status of women and views about the assistance offered to the unemployed.
- the sources provide the views of a respected historian, a campaigner on women's issues and a newspaper article. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources
- reference to the poverty suffered by many is not elaborated upon explicitly in the three sources, neither are the social and economic problems that prevented many from taking advantage of the new opportunities. Developments in cultural affairs and is also not discussed as well as further political responses to the depression both by workers and political parties
- there should be some discussion of the wider range of sources that could be of use in understanding issue during this period



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS/Advanced**

DEPTH STUDY 6

THE GERMAN REFORMATION, c. 1500-1550

1232/06

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 6

THE GERMAN REFORMATION, c. 1500-1550

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source F mean by the phrase ‘the troubles raised for me by the heresies of Luther’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the Holy Roman Emperor labelling of Luther as a heretic and his alluding to the influence of Lutheranism and the spread of Protestantism
- the troubles of the Peasants War and war with the Princes’ League
- the final settlement at the Peace of Augsburg of 1555 which established a bi confessional Germany and was instrumental in Charles V’s abdication.

QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘our trouble is with certain abuses that have crept into the Church’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the nature of abuses which were an affront to the new religion of Protestantism.
- in particular, the clerical abuses such as simony, absenteeism, nepotism, and pluralism
- also papal abuses such as the selling of indulgences, the money from which went to Rome.
- the author’s standpoint in relation to this issue, being a statement of Protestant beliefs drawn up by Melanchthon, a radical reformer, well respected by Protestants. Luther was not the author of this document because he was still under the ban of the Empire. It is perceived to be a fine, diplomatic document which displays skill and political expediency.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was Erasmus to the early movement for reform of the Catholic Church?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of Erasmus to the early movement for reform of the Catholic Church. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of Erasmus in the early movement for reform of the Catholic Church. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Erasmus as a factor in the early movement for reform was important in a number of respects. There may be reference to his open attack on the corrupt and uneducated practises of clergy. His approach was anti-clerical and he had written with great affect as early as 1509 in an extensively read publication on issues which he believed need urgent the attention by his Church.
- these sources illustrate that Erasmus was prepared to debate issues which needed addressing but Source B illustrates that Erasmus was and remained a Catholic and was merely opening the debate for reform within the established Church and was not an attempt to break away.
- Source A is written by Erasmus and contains other criticism of the Church. '*In Praise of Folly*' did not, however, make any suggestion for a break away from the established Church. It was only a call for debate to reform the Church from within. Source B, albeit by a traditional historian whose integrity has been questioned on modern German history, also suggests that that was Erasmus' intention. Knowledge of Erasmus distancing himself from Luther's ideas and actions supports this too and inclusion of this would be appropriate in an attempt to answer this question

QUESTION: 2(b)

How important were early calls for reform of the Catholic Church in causing the German Reformation?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of early calls for reform of the Catholic Church. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the early calls for reform which heralded the expansion of the debate which heralded Luther's challenge. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the early calls for reform of the Catholic Church were important because they opened the debate within the Church over abuses and lack of guidance and leadership from the Church hierarchy and the German princes in addressing these issues. These early calls for reform came from within a church which at this stage, showed no inclination for a schism. There may be reference to the early work of the Humanists who themselves challenged the corrupt nature of practices long followed by the established Church. Reference might also be made to the lethargy of both popes and princes to engage with this debate for reform.
- the strength of the importance of these early cries for reform but also the acceptance by the majority of long held corrupt practices within the Church.
- the contemporary author(s) of Source A strongly show that all was not well within the Christian Church and reform was considered to be needed as early as the first half of the 15th century. However, Source B, written in 1999, by the academic historian John Lotherington, writing in a textbook aimed at A level students, categorically states that abuses were generally accepted and that there was no tradition of dissent because the Catholic Church was the only way to achieve everlasting life. Source B therefore appears to dismiss the importance of the early demand for reform.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

QUESTION: 1(c)

Do you agree with the interpretation that Luther's publications were mainly responsible for the Reformation in Germany?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Luther's publications were mainly responsible for the Reformation in Germany. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which Luther's publications were mainly responsible for the Reformation. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C supports a particular interpretation. It is explicit in its view that, Martin Luther himself believed that it was God's Word which did everything to promote a reformation in Germany. This extract from a key figure in this movement promotes his opinion that he had little to do with support for, or dissemination of, his ideas. Thus Luther's sermon of 1522 supports the interpretation that in his publications it was God's Word as decided by Luther which were rapidly embraced with enthusiasm.
- Source D, by the academic historian Euan Cameron, is an interpretation that the Reformation in Germany was the result of Luther's literary output and his huge public gatherings where his ideas were quickly disseminated. This interpretation is held by many historians that Luther's publications played an important role in the reformation movement.
- candidates will consider alternative interpretations regarding why the Reformation developed such as economic and social strife which made Germany ripe for change. They may mention the view that the corruption of the Catholic Church was a catalyst for reform.

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 2(c)

Do you agree with the interpretation that Luther's leadership was a significant factor in the German Reformation?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of making their judgement on the interpretation that Luther's leadership was a significant factor in the German Reformation. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the Luther's leadership was mainly responsible for the German Reformation. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C is an interpretation by academic historians who state that there were other significant reformers who were responsible for the German Reformation. These historians categorically affirm that the Reformation in Germany was seen by Luther's contemporaries as not dependent on his leadership alone. They therefore imply that their own interpretation contradicts the interpretation in the question.
- Source D is by a minor figure in the Reformation in a private correspondence in 1523 to a better known radical reformer, Zwick. It provides evidence to support the interpretation that Luther's leadership was a significant factor in the German Reformation. However, it is a subjective view provided by a contemporary and care should be taken as Vogelli had obviously been completely seduced by Luther's literature and he is writing to a fellow contemporary with similar views.
- Candidates will consider alternate interpretations about why the Reformation developed such as the support from an urban population, the social and economic grievances, criticisms of the conduct of the Catholic Church, as well as the disorganised and disunited response from the political authority of Charles V and the religious authority of the Papacy and the Catholic Church.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding the German Reformation to 1555?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation to 1555. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects highlight some of the factors involved in the development of the Protestantism in Germany to 1555 and they display views on the extent of the role of Luther, the justification for Protestantism and reformation propaganda of Luther's role.
- the sources are also limited in that there will reference to limitations of coverage, with the sources mainly focussed on protestants. No consideration is given to such areas as the role and importance of Humanists, the Diet of Worms and Luther's ex-communication and social and economic grievances.
- Luther's role as assessed by a biased contemporary is given along with the view of a contemporary woodcut on Luther. Also included is the official statement by Protestants, in the form of the Augsburg Confession of 1530, albeit a justification for their stance against the Catholic Church.
- there should be some discussion of the wider range of sources that could be of use in understanding of the German Reformation during this period

QUESTION: 2(d)

How useful are Sources D, E and F in understanding the German Reformation to 1555?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation to 1555. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the reasons for support of Luther's ideas in Germany and they display one view on the extent of the role played by Martin Luther and the impact of his prolific literary output. Some consideration is given to the role and opinion of the Holy Roman Emperor, Charles V on the challenges he faced in Germany. Also anti papalism is displayed in a contemporary woodcut.
- the sources provide the views of limitations of coverage, with the sources mainly focussed on Luther. The challenges which Charles V believed he had faced and a witness to the obvious anti papal propaganda which was readily available in Germany at this time.
- Concurring opinion on the success of Luther as a vehicle for the rapid dissemination of Protestantism is given but the sources give various but not a complete picture of opinion on the importance of factors which played a role in the reformation.
- coverage is limited as they do not include the reflection from a modern academic historians specialising in this topic is useful but the full spectrum of coverage of religious, economic, social and political change is not included and the sources are limited in that evidence in these three selected sources does not cover the years which are pre 1520.
- there should be some discussion of the wider range of sources that could be of use in understanding of the German Reformation during this period



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS Advanced**

DEPTH STUDY 7

THE FRENCH REVOLUTION, c.1774-1796

1232/07

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 7

THE FRENCH REVOLUTION, c. 1774-1796

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source E mean by the phrase ‘a war waged for liberty’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase suggests that going to war implied some sort of sacred cause - a sort of crusade with deeply religious significance. The word 'liberty' in this context might well have been deliberately chosen to appeal to newly empowered citizens. As the attribution indicated this was a speech delivered to the National Assembly when passionate terms and language would have been used to solicit support for the war.
- some discussion of the role and motives of the Girondin in pursuing this course of action would be expected and also the motives of those such as the royalists who were equally if for different motives also wanted a war.
- the author of the source was the leading figure among the Girondin and as such consideration of his and their motives in a wider context might be expected.

QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘far from trying to end any conflict in religion it has been proposed to revive it’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase would appear to suggest that the religious reforms passed by the National Assembly were deliberately provocative in that they were designed to draw out those opposed to the revolution.
- the context of the letter is that it was sent to the King from the non-juring priests of Paris. Responses will need to indicate the context in which there were non-juring priests and what they were so opposed to. There should be some indication of religious attitudes in 1791.
- the authors' standpoint in relation to this issue is that they were deeply troubled by and opposed to the Civil Constitution of the Clergy and then the Clerical Oath. Many would have seen this as a snare set by the Revolution to catch those opposed to it.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was the Assembly of Notables in bringing about the end of the ancien regime?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of Assembly of Notables in bringing about the end of the ancien regime. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the Assembly of Notables. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the purpose behind the summoning of the Assembly of Notables was to rubber stamp the financial reform package put forward by Calonne which was seen as fundamental to the survival of the ancient regime. The key phrase at the start of the source suggests this – ‘I have personally selected you....’ This hand-picked group was seen as a pliant body who it was hoped by the King and his ministers would nod through the reforms and avert the threat of bankruptcy.
- Source B is taken from the debates of the Assembly of Notables and is an official record. It captures the essence of the problems well in that the supposedly pliant body turned out to be a far from that and if anything had a real séance of their own limitations. Hey indicate that only the Estates general has the authority to do what the King requires. His ruse has been tumbled.
- Within the context of the unfolding crisis in France towards the closing years of the ancient regime both the sources suggest that the Assembly of Notables was very significant in helping bring an end to the ancient regime in that it paved the way for the summoning of the Estates General for the first time since 1614. It was this body which started the process of changing France beyond all recognition.
- The sources offer different perspectives of the importance of the Assembly– from the side of the King and the privileged first and second estates.

QUESTION: 2(b)

How significant were the October Days for the Monarchy?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the October Days for the Monarchy. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of October Days for the Monarchy. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A gives an account of what happened at Versailles and the impact the insult to the revolutionary tricolor had on some of the assembled crowd. Desmoulin further expands this impact by noting what happened when news of this insult reached Paris and inflamed opinions further. The author was a prominent journalist who was sympathetic to the revolution who later backed the Jacobins.
- Source B offers another slant on the incident by emphasizing the way in which Louis and his family were brought unceremoniously back to Paris by a triumphant crowd. There could be little doubt that this was against the royal family's wishes. The author of the source occupied a very prominent role in the first – constitutional phase of the revolution as indicated in the attribution. He was certainly not an enthusiastic supporter of the monarchy.
- Both sources are from opponents of the crown – Desmoulin, a prominent leftwing journalist and activist on the left, and Bailly, a key figure in helping created the new national assembly. They could hardly be described as impartial observers.
- The significance of the dramatic events of the October Days is that it showed that for many there lurked a deep hostility to the revolution. This was a popular action which took Louis to Paris where he was effectively a prisoner. It also showed continued faith in the King and a hope that, once removed from those royal supporters surrounding and influencing him that he would help ordinary people.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Night of 4th August was important in destroying feudalism?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of the Night of 4th August was important in destroying feudalism. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the events of the Night 4th August were important in helping to destroy feudalism in France. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- candidates will consider the interpretation in Source D, which is the view of a highly respected academic historian writing in a major work on the French revolution. Lefebvre argued that when the National Assembly came to formalise the agreement made by a show of hands on 4th August they drew back from their radical pronouncement as compensation would have to be paid to the holders of feudal rights. This therefore served to dilute the impact of the measure.
- Source C can be used to support another interpretation. It refers in glowing terms to the significance of the measure passed on the 4th August. The tone is triumphalist and the benefits are outlined clearly. This is the view of a leading radical journalist caught up in the spirit of change ushered in by the Revolution and the National Assembly.
- answers will discuss the standpoint of each author. The author of Source D, George Lefebvre was a leading Marxist Historian, his undoubted commitment to rigorous academic research would render his interpretation valid. Yet as a Marxist he would be sceptical of the progress achieved during the bourgeois phase of the revolution.
- the author of Source C is Camille Desmoulins and he is effusive in his praise of the changes proposed on the night 4th August. This evidence is of real use to historians who see the night of the 4th August as important in destroying feudalism in France.
- candidates will consider alternative interpretations including the view that the real destruction of feudalism had to wait until the Jacobin Republic of 1792.

QUESTION: 2(c)

Do you agree with the interpretation that financial mismanagement was responsible for the outbreak of the French Revolution?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that financial mismanagement was responsible for the outbreak of the French Revolution. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the reasons for the outbreak of the French Revolution. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- candidates will consider the interpretation in Source D which suggests that the origin of the French Revolution was the result of a combination of circumstances not least of which was a failure to modernise the structures of the state, and the desire to maintain France as a major power. This failure was allied to the unforeseen circumstances of a poor harvest.
- Source C provides evidence for the interpretation that the chaos in the country's finances was the most striking of its problems and that this was allied to extravagance and mismanagement. These problems contributed in no small measure to the massive debt of 1200 million livres. Bouille stresses the abuses and highlights the problems of tax collection.
- answers will discuss the standpoint of each author. The author of Source D is a leading academic writer and authority on the French Revolution. The views are produced in a book aims at re-evaluating the issues which contributed to the French revolution and is likely to consider a range of different perspectives and possible challenge accepted orthodoxies. The other author (Source C) is a royalist supporter and as a member of the privileged second estate which could have coloured his analysis but in the event it appears to be very candid and honest. Many historians could use his evidence to support their interpretation.
- the sources lay emphasis on differing aspects of the issues confronting the ancien regime – source D stresses the failure to modernise while also wishing to continue an ambitious foreign policy (perhaps an oblique reference to the funding of the American War) while source C stresses very clearly the financial problems of the monarchy and the unfairness of the tax system.
- candidates will consider alternative interpretations about what brought about the revolution such as the spread of radical ideas by the *philosophes* and the undermining and discrediting of the Catholic Church.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources C, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects upon some of the issues which contributed to the development of the Revolution, including areas such as the popular reception of the events of the night 4th August which appeared to sweep away feudalism (Source C), the demand for war from the Girondin (Source E) and the overthrow of Louis XVI (Source F).
- the sources provide the views of Source C is useful as it sheds light on a key event which captured popular imagination – the apparent abolition of feudalism and the ending of serfdom. Source E relates to the call to go to war from the leading Girondin – Brissot – a war for liberty. Source F is a sympathetic view of the storming of the Tuilleries showing the great opulence within its walls and also the great struggle which took place during what became one of the bloodiest of the *journées*. Prieur was one of the foremost revolutionary artists of this period.
- coverage is limited as they do not include reference to long-term causes.
- the sources are also limited in that they do not provide the views of a journalist with known to be sympathetic to the revolution (Source C) a prominent Girondin (Source E) and a contemporary print emphasising the struggle to overthrow the monarchy from a leading pro-revolutionary artist. (Source F) All in their way provide useful insights but also are far from being impartial commentators.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in France during this period

QUESTION: 2(d)

How useful are Sources A, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects are useful in touching upon some of the issues which contributed to the development of the Revolution, such as Louis and royal families forced return to Paris during the October Days (Source A), a highly contentious aspects of religious policy is noted (Source E) and a view of the popular rejoicing at the overthrow of the monarchy (Source F)
- the sources provide the views is useful as it provides an insight into a key event of 1789 when the royal family were forced back to Paris against a background of a worsening economic crisis. Source E is a highly critical and charges letter to the King opposing the new civic oath and forecasting dire consequences, while Source F is a highly topical image of the toppling of the royal statue as symbolic of the topping of the monarchy itself following the 'August 1792 revolution'.
- the sources are also limited in that they do not provide the views of contemporary observers who are far from being impartial – a highly influential pro-revolutionary journalist, clergy opposed to the CCC and a pro-revolutionary artist.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the nature of the financial problems which beset the country, key events such as the Flight to Varennes, the Champ de Mars massacre. There is nothing which suggests why the revolution drifted into way.



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS/Advanced**

DEPTH STUDY 8

**THE CRISIS OF THE AMERICAN REPUBLIC,
c. 1848-1877**

1232/08

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 8

THE CRISIS OF THE AMERICAN REPUBLIC, c. 1848-1877

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source E mean by the phrase “they have made a nation”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the creation of the Confederacy and the issue of recognition.
- Gladstone’s view was probably influenced by the importance of the cotton industry to Britain. As a leading British politician his views are clearly significant.
- the source also refers to the context of Southern military success in 1861-1862.

QUESTION: 2(a)

What does the author of Source E mean by the phrase “converts the free soil of Massachusetts into hunting ground for the southern kidnappers”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the consequences of the Fugitive Slave Bill which was greatly resented in many northern states.
- it is an anti-slavery handbill and note the language/ tone “kidnappers”, “free soil”, “free republic” etc.
- it was part of the 1850 Compromise and outraged the abolitionists as can be clearly seen in Source A.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was the Dred Scott decision of the Supreme Court in 1857 in causing the Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the Dred Scott decision. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the Dred Scott decision. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A reveals the depth of feeling about the ruling in the north. Source B portrays the pro-slavery ruling and the decision that Black Americans were not citizens and therefore had not legal right to pursue cases in court.
- the decision hardened divisions in both North and South at a crucial time.
- Source A is an emotional outburst about the decision from a northern paper whereas Source B is the considered view of an eminent historian who can barely conceal his disdain for Taney's methods and aims.

QUESTION: 2(b)

How important was the battle of Antietam in the American Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the battle of Antietam. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the battle of Antietam. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- it was the first major strategic reverse suffered by the South and its hero, Robert E. Lee.
- it led directly to Lincoln's decision to issue the Emancipation Proclamation in 1862.
- it almost certainly persuaded the British government not to recognise the Confederacy.
- it was one of the bloodiest battles in American History.
- Source A is typical of McClellan being an exercise of self-justification and glorification whereas Source B is a considered view being by a leading historian putting the battle into a wider perspective.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that conflict about slavery caused the Civil War?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of the causes of the Civil War. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether slavery caused the civil war. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. There will be discussion of the viewpoint of a prominent Confederate leader in Source C and the considered view of an academic historian in Source D.
- Source C aggressively defends the institution of slavery in stark terms, all the more influential as it was from a Southern politician who had hitherto been regarded as a moderate. Source D is a cool appraisal by a modern historian of the impact of the anti-slavery campaign, in this case “Uncle Tom’s Cabin”. Both sources are strong evidence to support the interpretation in the question.
- Stephens' speech lays bare the true nature of the Southern secession and the reasons for it. It was a moral issue and was regarded as such by huge numbers in the north as Adam Smith makes clear. The evangelical flavour of the agitation is made clear and candidates may know how recent work on Lincoln has revealed his own beliefs changing under the pressure of events – from being not particularly religious before 1860 to a position of radicalism on the issue by 1865.
- the process leading to secession as a solution in the south needs analysis, as does Lincoln’s uncompromising refusal to negotiate on this aspect which many southerners see as the main cause of conflict.
- candidates will consider alternative interpretations regarding the debate about states’ rights and anti-federalism and the debate about economic factors – the Beard thesis. Each of these factors helped bring about Civil War.

QUESTION: 2(c)

Do you agree with the interpretation that secession was an unpopular policy in the South?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether secession was an unpopular policy in the south. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether secession was an unpopular policy. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source: Source C is the recollection of a famous British war correspondent whereas Source D is the view of a recent historian who has researched the issue.
- Source C reveals Russell's clear view that secession was in fact extremely popular and his view that the Union was doomed struck a chord with established opinion in Britain for much of 1861-1862. Source D on the other hand questions the popularity of secession.
- candidates will consider alternative interpretations such as the assumption that secession was the work of a financial minority and this certainly underpinned Lincoln's cautious approach to slavery in the border states that he wanted to keep in the Union.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War to 1865. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects about the British perspective of the civil war, the Southern rationale for secession and the Republican viewpoint in the 1860 election.
- the sources provide the views of the British perspective is very important as in 1862 it was by no means certain that Palmerston's government would recognise the Confederacy. The cotton famine was a big moral issue in the north of England where working class support for the northern cause was very strong. Gladstone's speech was an eye-opener and it was one that he came to bitterly regret in later life. Stephen's defence of slavery is highly revealing and the moderate tone of the 1860 poster is significant in the debate about secession.
- candidates should discuss the viewpoint of a prominent British politician, the tendentious view of Alexander Stephens and the inevitable bias of an election poster.
- there are other factors to consider in the lead up to the Civil War such as the Compromise of 1850, the Wilmot Proviso, Kansas-Nebraska and Lincoln's election 1860 for example. The whole context of the war itself is missing from these sources.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in the USA during this period

QUESTION: 2(d)

How useful are Sources D, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War to 1865. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects about the Fugitive Slave Bill, the eye witness reportage of a well-regarded war correspondent and a southern sympathiser's view of the north's war aims.
- the sources provide the views of Source A is a handbill generated by the anti-slavery society which deserves some comment on its perspective, the value of an eye witness account from an outsider's perspective should be clear as will the bias of Volck's cartoon.
- coverage is limited as they do not include many features of the origins of the civil war which are not covered such as the Wilmot Proviso, the Compromise of 1850, Kansas-Nebraska, Dred Scott and Lincoln's election. The context of the war itself is hardly touched upon in these sources.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in the USA during this period



GCE MARKING SCHEME

**HISTORY - UNIT HY2
AS/Advanced**

DEPTH STUDY 9

NAZI GERMANY, c.1933-1939

1232/09

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY MARK SCHEME
UNIT 2
DEPTH STUDY 9
NAZI GERMANY, c. 1933-1939

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source E mean by the phrase ‘I have bought about the change towards Russia gradually’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase should be considered within the context of German foreign policy and the Nazi Soviet Non Aggression Pact and the background to Nazi Soviet relations.
- this is a reference to the apparent u-turn in Nazi relations signified by the Pact. Germany and Russia were poles apart ideologically.
- it was the hope of neutralising Britain and France which drove Hitler into the arms of Stalin. Trade talks between Germany and the Soviet Union had been re-established in July 1934. The agreement that was signed represented a considerable diplomatic victory for Hitler as Britain and France were also attempting to reach an accord with Russia.
- Hitler is in confident mood in this source to his military commanders. He is trying here to reassure his commanders that he does not think that Britain and France will act over Poland now that an agreement has been signed with Russia. He feels that the leaders of the democratic states in Europe are spineless and will never stand up to Germany either diplomatically or militarily.
- Hitler’s speech should be treated with caution because it is intended to win over those army commanders who were concerned about the prospect of war with Britain and France if Germany invaded Poland.

QUESTION: 2(a)

What does the author of Source F mean by the phrase ‘the force of the Treaty had been considerably weakened’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase should be considered within the context of German foreign policy and the remilitarisation of the Rhineland in 1936.
- this is a reaction by Flandin to the undoing of some of the terms of the Treaty of Versailles of 1919. The German announcement of rearmament and the announcement of conscription showed Germany’s willingness to defy the terms of the Treaty of Versailles. Clearly French security was the main focus of Flandin’s statement and he was highlighting to the other Locarno Powers the fact that Hitler no longer feels bound by the Treaty of Versailles or the Locarno Pact. The fact that the Remilitarisation of the Rhineland was the first territorial change to Versailles is a concern to French.
- this statement should be treated with caution because Flandin is trying to highlight the possible German threat. His condemnation is limited however to verbal protest, more about Hitler’s methods than at his aims, because France had shown no decisive inclination to intervene following Remilitarization of the Rhineland.
- furthermore Flandin was relying upon stirring up the moral support of Britain and Italy in the face of this German threat because they were also the guarantors of Locarno.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was terror in controlling opposition to the Third Reich?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of terror in controlling opposition to the Third Reich. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of terror in controlling opposition to the Third Reich. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the threat of terror was fundamental to the Nazi programme and controlled the threat of opposition. The SS Gestapo network pervaded all aspects of the lives of the German people. The threat of terror was always latent as was the use of brutality and the concentration camps. The source shows that Art was part of the propaganda machine. Individual expression was not tolerated, so that Art had to express Nazi values. In the cartoon, all the paintings are of Hitler.
- Source B shows that terror was important in Nazi Germany in the form of preventative policing. The Gestapo saw themselves as a force fighting the internal enemies to the Third Reich.
- the cartoon certainly shows terror as being important in the coordination of society within the Third Reich. This is a contemporary objective view of terror from outside the country. It is a satirical cartoon, but is consistent with the idea that Germany was a Police State. His view is targeted towards a European audience to highlight the lack of artistic freedom which might challenge Nazi stereotypes. Candidates may well highlight the German connection to Czechoslovakia and the date
- as a leading German, Goering's view of Gestapo terror is obviously distorted and should be considered in the context of the consolidation of power in 1934 when this book was published. Goering is keen to justify the use of terror against Germany's enemies because he points out that the communist threat has been eradicated. It is clear that in Germany people are arrested before they commit crimes although Goering is keen to point out that the creation of the State Secret Police was necessary.

QUESTION: 2(b)

How important was education for the Nazis?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of education for the Nazis. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of education for the Nazis. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that education was significant to the future of Germany. The intention was to mobilise all children in support of National Socialism and Hitler. The Nazi illustration suggest that boys and girls should work hand in hand for the fatherland. The minds and bodies of young people were to be shaped to the Nazi cause.
- Source B reveals the significance of education for the Nazis as it was revised to ensure that the minds of Germany's young people were Nazified. The importance of History for example was to give a nationalist slant and indoctrination became the principle goal rather than the acquisition of knowledge. Pupils were taught to be conscious of their national identity. All this reinforced the ideology of Nazism.
- the illustration is taken from a Nazified elementary reading textbook whose sole function was to propagandise Nazi policy in all its forms and to brainwashing young people in Germany. Clearly the tone of the illustration is directed towards unifying German children behind Nazi beliefs. The illustration portrays happy children under the Nazi flag and is consistent with the view that children were expected to fulfil their roles in society. The education systems was creating Nazis.
- as an eyewitness to the events, the view of Karl Hartland, is a subjective one, which reflected the realities of education in Third Reich. As a Jew life in school would have become very difficult, so the veracity of the source should be considered. However, this extract is not tainted with any Jewish bias and the content is consistent with accepted beliefs about the importance of education in the Third Reich.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	--

INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Christian churches in Germany supported the Nazi regime?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the Christian churches supported the Nazi regime. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not the Christian churches supported the Nazi regime. Candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- the interpretation in Source C suggests that the Church showed a timid and half hearted response to the Nazi regime. This is the view of an academic historian who is a specialist on Nazi Germany. This should give him some expertise in the matter especially since it is printed in a specialist book which usually carries some veracity because of the targeted audience. There were significant sections of the clergy of all churches that found themselves sympathetic to many aspects of Nazi ideology such as the anti communism of the regime.
- however, the validity of the interpretation in the question is challenged by the evidence of Source D. In this source a local priest Chaplain Fath agitates against the Hitler youth organisation. This source supports the view that the church did not collaborate with the Nazi regime and therefore challenges the validity of the interpretation. The fact that a Nazi schoolteacher is denouncing the priest may have a bearing upon the veracity of the source. The fact he is writing a report to the local Gestapo might make him play with the truth which might affect the veracity of the source. He may be trying to place himself in a positive light.
- candidates will consider alternative interpretations such as there was no collective opposition to the Nazis within the church or the fact that the Church challenged aspects of Nazi policy but not the regime itself. Candidates may focus upon the actions of individuals such as Galen, Niemoller or lesser known individuals such as Chaplain Fath. These may have been exceptions.

QUESTION: 2(c)

Do you agree with the interpretation that Hitler took control of Germany legally between 1933-1934?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Hitler took control of Germany legally between 1933-1934. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not Hitler took the legal road to power. The debate is well known and candidates should be able to consider whether this interpretation is valid and supported by the provided evidence or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- the historian in Source C suggests that the steps taken by Hitler between 1933-1934 to set up his dictatorship rested on the use of terror and the willing collaboration of other groups and people, This is the view of an academic historian specialising in the Third Reich. Arguably the steps taken by Hitler did at times break the letter of the constitution but he was also able to rely upon the support of groups who sought to benefit from the Nazi regime. Hitler was appointed as Chancellor and did not seize power because he was offered it. The Day of Potsdam presented the President and Hitler working together legality and the vote on the Enabling Act used the structure of the Weimar constitution. Action against communists and the SA was justifiable given the extent of the threats to Germany.
- Source D is from a Nazi newspaper and suggests that the Nazis have assumed control legally through a democratic vote, and so supports the validity of the interpretation in the question. However, it is likely that a Nazi publication will endeavour to portray the Enabling Act as the 'will of the people'. The newspaper will want to paint a very positive impression of the assumption of power by Hitler and will not want it to be tainted with illegality..
- candidates will consider alternative interpretations regarding the take over of power and argue that the Nazis may have used the letter of the law but they did not use the spirit of the law because the threat of violence was ever present. The Reichstag was not fully constituted when the Enabling Act was passed. They might argue that the Nazi effectively seized power through a combination of terror and manipulation and willing collaboration, as well as using a combination of legal measures.

- **Part (d)**

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
---	-------	---

INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of life in Nazi Germany, including areas such as indoctrination and culture (Source A), German foreign policy in relation to Munich and the Non Aggression Pact (Source E) There is also reference to the crucial issue of Nazi economic policy and racial policy (Source F)
- the sources provide the views of Source F provides the views of a member of Himmler's personal staff, E is from Hitler and a cartoon in B. The authorship needs to be evaluated for its utility. Hitler and Greiflt represent the official Nazi line. The cartoon present a subjective perspective given the relationship between Germany and Czechoslovakia in 1938, However, both Nazi are justifying the position which they have taken. What they say may misrepresented what actually happened. Source B a satirical cartoon which is critical of the Nazi regime will allow the candidates to evaluate the cartoon in context of 1938. Both have a stake within it and that should be used to discuss the veracity of both sources.
- there are limitations to the utility of the collection. Although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include the uses of propaganda, the impact of Nazi social and religious policies; foreign policy in the early 1930s and the role played by the Nazi Party; the role of propaganda etc
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.

QUESTION: 2(d)

How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of life in Nazi Germany, including areas such as education (Source A) the Four Year Plan and Nazi economic policy (Source E). There is also reference to the crucial issue of Nazi foreign policy in (Source F)
- the sources provide the views of Nazi school book, a Nazi economics minister, and the French minister for foreign affairs. The authorship needs to be evaluated for its utility. Source E the newspaper represents the view of an embittered Nazi reflecting upon the policies of the man that replaced him. It is likely to be a misleading representation of events especially since it is aimed at defending himself and his reputation whilst disassociating himself from the policies of a leading Nazi. Source A is an illustration from a pro Nazi schoolbook which reaffirms Nazi ideology with regard to the role children. It is likely to present both a bigoted but also realistic view of the expectations of education within the Third Reich. Source F presents the frustrations of a French foreign minister politician who has been embarrassed by the Remilitarisation of the Rhineland in 1936. Although his comments are valid is Flandin is trying to distance himself from the French capitulation and save face. Is it a damage limitation exercise in a public arena for full effect?
- there are limitations to the utility of the collection. Although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include other aspects of the consolidation of power and establishment of the dictatorship, the use of terror, the impact of Nazi economic and racial policies; women and the role played by the Nazi Party etc
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.