



GCE AS MARKING SCHEME

SUMMER 2024

HISTORY - UNIT 2

DEPTH STUDIES 5–8: NON-BRITISH HISTORY

2100U50-1

2100U60-1

2100U70-1

2100U80-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30. **NB:** Both questions in this examination paper are compulsory.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	26–30 marks	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	21–25 marks	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	16–20 marks	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	11–15 marks	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	6–10 marks	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources, but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	1–5 marks	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

Stamps and annotations used for Assessment Objective 2

Stamp	Annotation	Meaning/use
	Copy from text	Where the candidate is copying or paraphrasing material and passing it off as analysis
 or 	Correct	Where a correct point drawn from the source has been made
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Question mark	It is unclear what the candidate is referring to from the source
	Specific	Where the specific historical context of the source is being addressed
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Value to Historian	Where there is a specific – supported – comment on how the material is of value to an historian
	Wider	Where the wider historical context of the source is being addressed
	Underline	Use to underline contextual analysis
	Box	Used to box larger sections of contextual analysis
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

Depth study 5: Religious reformation in Europe c. 1500–1564
Part 1: The outbreak and spread of the Reformation in Germany
c. 1500–1533

- 0 1** Using your understanding of the historical context, assess the value of these three sources to an historian studying the reaction to the spread of the Reformation between 1523 and 1530. [30]

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the reaction to the spread of the Reformation between 1523 and 1530. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A A woodcut, by an anonymous artist, depicting the Imperial Knights looting Hohenburg Castle in southern Germany (1523)



Marking notes:

The general historical context associated with this source is the consequences of Luther's messages of *sola scriptura* and the nationalist sentiment to be found in his works. The specific historical context may include reference to the Revolt of the Imperial Knights, which occurred between the issuing of the Edict of Worms, and which led to the Peasants' War. The source is a depiction of the Imperial Knights looting a castle. It shows how the impoverished Imperial Knights, led by the humanist Ulrich Von Hutten and the mercenary Franz Von Sickingen, took Luther's message and used it to pursue a nationalist agenda against the wealthy landlords of southern Germany; in this case ransacking a castle. They had become impoverished by the growth of towns and the growing power of the feudal landowners.

Source B Casimir, Margrave of Brandenburg-Kulmbach, and George, Margrave of Brandenburg-Ansbach, writing in their Edict on the Preaching of the Gospel after the Peasants' War (30 August 1525)

From the powerful words of Holy Scripture, it is clearly shown that Christian freedom does not consist in the removal of rents, interest, dues, tithes, taxes, services or other similar burdens. All subjects are obliged to obey their princes and lords in such temporal business. All preachers should explain this to people as often as they preach or speak about Christian freedom, so that the subjects will not be misled from the right, true and Christian freedom of the spirit into a devilish, unchristian freedom of the flesh, and so be brought to lose their soul, body, life, honour and goods, as unfortunately happened many times in this rebellion.

If preachers say on the basis of Scripture that some people do not receive their revenues justly from the community, then subjects may not oppose this injustice with any violent or rebellious deed, but must commend it to the judgement of God, just as every true Christian must endure injustice, but should not do injustice.

Marking notes:

The general historical context associated with this source is the German Peasants' War and the specific historical context may include reference to the victory of the princes over the peasants and their radical leaders by the summer of 1525. The source is a set of instructions to peasants to ensure that there are no future rebellions, in particular that religion should not be used as an excuse for disobedience. It shows the nobility trying to reimpose their rule over the peasants following the Peasants' War by trying to turn them against the radical preachers; there is a mixture of warnings against following men like Muntzer, but also against using Luther's message to justify rebellion. In some ways a similar accusation could have been levelled against the Imperial Knights in Source A.

Source C Charles V, in a proclamation before the temporary suspension of the Diet of Augsburg (November 1530)

The Elector of Saxony, the five Princes, and the six Cities shall between now and the 15th day of April [1531], prohibit in their countries the printing, selling and retailing of any new books dealing with religion, and it is His Majesty's earnest will and command that in the meantime all Electors, Princes, and Estates of the Holy Roman Empire promote peace and unity in this respect.

Neither the Elector of Saxony, the five Princes, the six Cities, nor their subjects shall make any attempt to persuade or force the subjects of His Majesty and of the Holy Empire to join their sects; nor shall they in any way harass those who still wish to cling to the old Christian faith.

[While] no general council has been held in the Christian Church for many years, numerous abuses and errors may have taken root. His Imperial Majesty, for the purpose of a Christian reformation, has considered this matter with His Holiness the Pope and decided to consent to the calling of a general Christian council within six months of the conclusion of this Diet.

Marking notes:

The general historical context associated with this source is the Holy Roman Empire's attempts to impose a religious settlement on Germany by enforcing the Edict of Worms and the specific historical context may include reference to the 1530 Diet of Augsburg, which had been called to resolve the differences that had emerged amongst the German princes in the 1529 Diet of Speyer. The source is a proclamation requesting a temporary cessation of hostilities over religious issues in Germany (due to the Holy Roman Emperor Charles V requiring a recess to the Diet as he urgently needed to leave Germany to deal with an Ottoman attack from the east). He is asking for the Protestants to not try to expand their influence while he is gone, as he clearly does not trust them not to use this as an excuse to continue to undermine both himself and the Papacy. He is assuming that Protestantism is subversive, just as the authors of Source B did.

Depth study 6: France in revolution c. 1774–1815**Part 1: France: the causes and course of revolution c. 1774–1792**

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- Using your understanding of the historical context, assess the value of these three sources to an historian studying the development of the French Revolution between 1789 and 1792. [30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying development of the French Revolution between 1789 and 1792. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Gouverneur Morris, the American Ambassador to France, in his diary (14 July 1789)

[I] go to Monsieur Le Couteulx's. While sitting here a person comes in and announces the taking of the Bastille, the Governor of which is beheaded, and [further announces that] the Prevost des Marchands is killed and also beheaded: they are carrying the Heads in triumph through the city. The Invalides was forced [captured] this morning and the cannon and small arms taken. The Citizens are thus well armed; there are materials for about thirty thousand to be equipped, and that is a sufficient army. I find that the information received last night as to the arrest of the National Assembly is not true. Yesterday it was the fashion at Versailles not to believe that there were any disturbances in Paris. I presume that this day's events will convince those at Versailles that all is not perfectly quiet.

Marking notes:

The general context of the source is the political situation in Paris during the late spring and early summer of 1789, when Louis XVI and his government were seeking to react to the move by the Third Estate to declare itself the National Assembly. The specific context of the source is the fear sweeping Paris that Louis was about to deploy the army to suppress the Assembly and regain his authority. To prevent this, many of the Parisian populace decided to seize arms in order to defend themselves and the revolution. Gouverneur Morris, an American diplomat writing in his diary, provides a private account, created at the time, which captured the sense of turbulence and violence sweeping Paris on 14 July. It encapsulates the storming of the Bastille and the arming of the population. The value of the source to an historian is the detail provided by a man whose aim was to gather detailed information that he would later be able to convey to the US government.

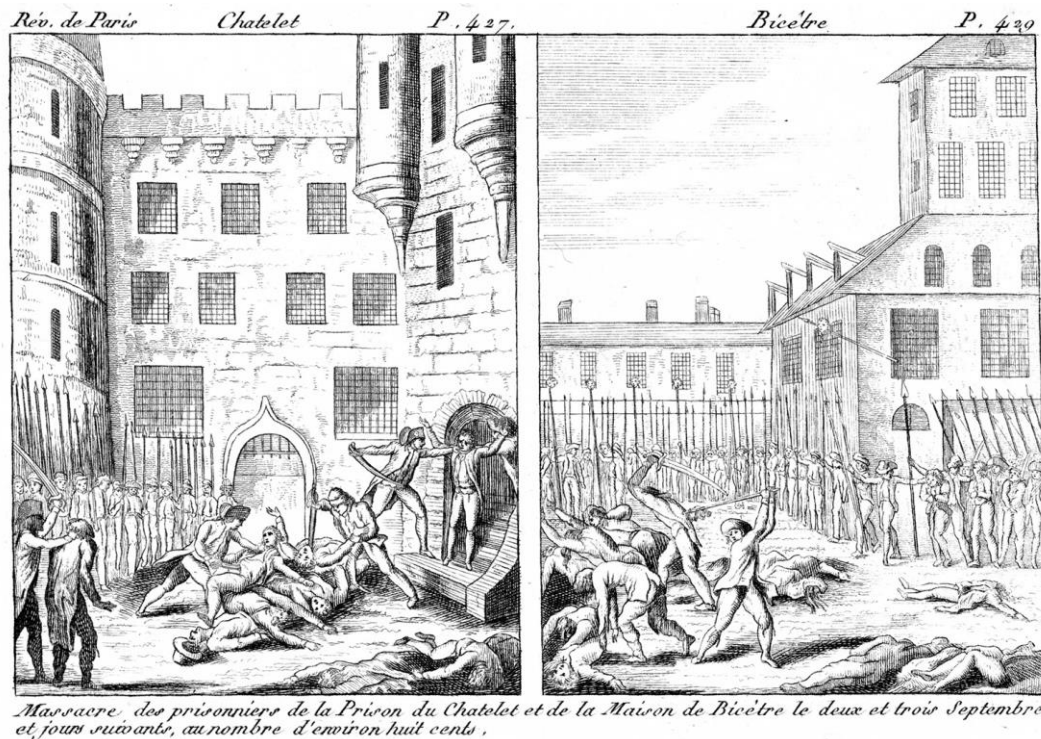
Source B Louis XVI, King of the French, in a secret memorandum to his brothers (25 September 1791)

You have doubtless been informed that I have accepted the constitution and you will know the reasons which I gave to the [National] Assembly. I want to let you know all my reasons. The condition of France is such that she is approaching total disintegration. The solution is to end partisan divisions and to restore the authority of the government. For this there are only two means: force or reconciliation ... The nation likes the constitution because the word recalls to the lower portion of the people the independence in which they have lived for the last two years, and to the class above [the bourgeoisie], the constitution represents equality ... One can never govern a people against its inclinations.

Marking notes:

The general context of the source is the events of the summer of 1791: Louis and his family's attempt to flee Paris and their subsequent apprehension at Varennes, and the Champ de Mars Massacre, which stimulated a growth in anti-monarchical sentiment. The specific context of the source is the passing of the new Constitution – the first in French history – which ended Absolutism and dramatically reduced the power of the monarchy. The source is a secret memorandum to the two brothers of Louis, the Counts of Artois and Provence, and as such sets out his honest appraisal of the motivation behind conceding the constitution. From the source it is evident that Louis is concerned about deep divisions within the country and his desire to avoid using force to resolve the division. The Counts of Artois and Provence were leading figures in the counter-revolution and were active in émigré circles. The source is of value in offering an insight into the King's motivation with regard to the constitution.

Source C An anonymous engraving of the September Massacres (September 1792). The caption is translated to: "The massacre of the prisoners of the Chatelet prison and the Maison de Bicêtre [the Paris asylum for men] on 2 and 3 September and the following days, in which around 800 were killed."



Marking notes:

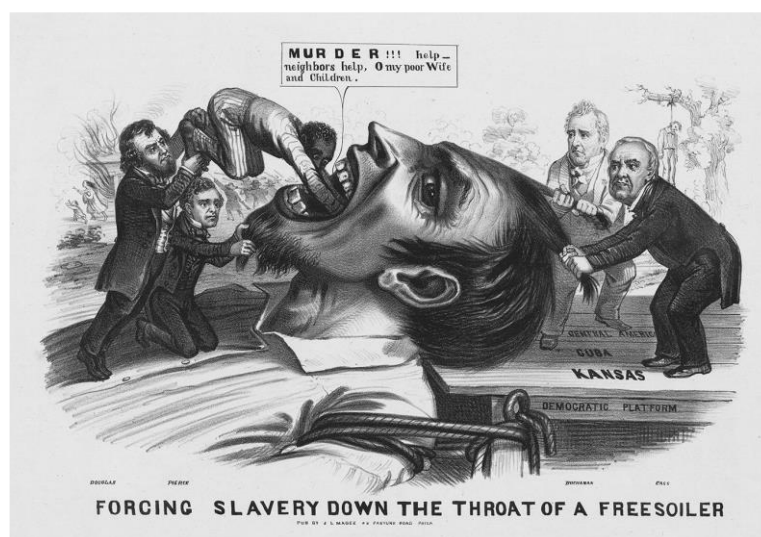
The general context of the source is the war France had been engaged in against Austria and Prussia since April 1792; the decree of July of that year, in which it was stated that France "was in danger"; and the overthrow of the French monarchy in the following month during a second revolution, all of which meant that French forces were very much on the defensive. The specific context of the source is that Prussian forces had crossed the French frontier and were threatening Paris, and the fall of the key fortress of Verdun on 2 September. Fear was sweeping Paris that counterrevolutionaries in the prisons of Paris were a fifth column who would aid the Prussians if they had the opportunity. Extreme Jacobins, urged on by such figures as Marat, urged action to prevent such an occurrence. The source depicts what took place during the bloody massacres of prisoners by sans-culottes, vividly capturing the graphic brutality of what occurred. Although the source is anonymous, it is on balance likely to be one hostile to the revolution, and it offers a valuable insight into this violent incident.

Depth study 7: The crisis of the American republic c. 1840–1877**Part 1: Sectional differences and the road to civil war c. 1840–1861**

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the political divisions between 1856 and 1860 that led to the outbreak of the Civil War. [30]

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the political divisions between 1856 and 1860 that led to the outbreak of the Civil War. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A John Magee, a freelance artist, criticises the Democratic Party during the lead up to the 1856 presidential election in his cartoon “Forcing slavery down the throat of a freesoiler” published in the periodical Harper’s Weekly (1856). The man is saying “Murder!!! help — neighbours help, O my poor Wife and Children”. The phrasing on the platform is: Central America; Cuba; Kansas; Democratic Platform. The politicians named are: Douglas, Pierce, Buchanan and Cass.

**Marking notes:**

The general context of the source is the ongoing struggle about the recognition of slavery in US states, while the specific context of the source is the presidential election campaign of 1856 and the impact of the Kansas-Nebraska Act on the election, particularly in the newly admitted Midwest states. The source is a cartoon criticising the Democratic Party's platform for the 1856 election campaign. The leading Democrat politicians and the presidential candidate are seen to be forcing slavery on the freesoilers of the new territories in the Midwest. This was possible because of Senator Douglas's Kansas-Nebraska Act of 1854. Allowing the possibility of slavery being expanded into the free territories gave impetus for the formation of a new party in the North opposed to this policy, which, after the 1856 election, would become the Republican Party.

Source B Abraham Lincoln (Republican, Illinois), debates with Stephen A Douglas (Democrat, Illinois), during the campaign for the Senate election (13 October 1858)

The Republican Party think slavery wrong – morally, socially and politically. We think it wrong not only in the States where it exists, but that it is a wrong that extends itself to the whole nation. Because we think it wrong, we propose to deal with it as a wrong; to prevent it growing any larger, and so that in the run of time there may be some promise of an end to it. We have a due regard to the actual presence of it amongst us, and the difficulties of getting rid of it due to the Constitutional obligations around it. I suppose that in reference to its existence in the nation, and to our Constitutional obligations, we have no right at all to disturb it in the States where it exists, and no more inclination to disturb it than we have the right to do.

Marking notes:

The general context of the source is the origins and development of the Republican Party, while the specific context of the source is the role that slavery played in the Illinois senatorial election debates of 1858. The source is from the infamous Lincoln–Douglas debates, as the two leading candidates state their views on key issues; in this case Lincoln explaining his views on slavery. While saying the Republicans are against it, he is also saying that, at this stage, the party has no constitutional right to "disturb" it in any place that it currently exists, but also that he does not want it to spread to new territories. Lincoln is, therefore, publicly espousing the beliefs of the newly founded Republican Party and drawing out key differences with the Democrats.

Source C Wendell Phillips, an abolitionist and equal rights campaigner, in a speech given in Boston on the night of the presidential election (6 November 1860)

For the first time in our history, the slave has chosen a President. Mr Lincoln rules today as much as he will after his inauguration. It is the moral effect of this victory, not anything which his administration can or will probably do, that gives value to this success. Not an Abolitionist, hardly an anti-slavery man, Mr Lincoln consents to represent an anti-slavery idea ...

I think we shall yet succeed in making this a decent land to live in. Mr Lincoln believes a negro may walk where he wishes, eat what he earns, read what he can. That is all he can grant ...

Now raise your eyes up! In the blue sky above, you will see [abolitionists] Mr Garrison and John Brown! They believe the negro has the same rights as us; and as for the consequences for the Union? Who cares?

Marking notes:

The general context of the source is the political debate about slavery, while the specific context of the source is Abraham Lincoln's election victory in the 1860 presidential election. The source, a speech from election night, is a critique of the victorious Lincoln's nuanced position on the issue of slavery from an equal rights campaigner. Phillips is hoping that Lincoln's victory will now open up the door for full recognition of the rights of African Americans whatever the consequences for the Union might be. As an abolitionist, Phillips feels much more strongly about how wrong slavery is compared to Lincoln in Source B. Lincoln was determined to prevent the spread of slavery beyond where it was already established while Phillips is much more passionate about eliminating slavery entirely from the United States.

Depth study 8: Germany: Democracy and dictatorship c. 1918–1945**Part 1: Weimar and its challenges c. 1918–1933**

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the changing fortunes and tactics of the Nazi Party during the period from 1923 to 1932. **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the changing fortunes and tactics of the Nazi Party during the period from 1923 to 1932. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Adolf Hitler, in a speech during the Munich Beer Hall Putsch (8 November 1923)

The Bavarian Ministry is removed. I propose that a Bavarian government shall be formed consisting of a regent and a prime minister invested with dictatorial powers. I propose Herr von Kahr as Regent and Herr Pohner as Prime Minister. The government of the November Criminals and the Reich President are declared to be removed. A new National Government will be nominated this very day, here in Munich. A German National Army will be formed immediately ... I propose that, until accounts have been finally settled with the November Criminals, the direction of policy in the National Government be taken over by me. Ludendorff will take over the leadership of the German National Army. The task of the provisional German National Government is to organize the march on Berlin, that sinful Babel [a biblical reference to noisy confusion], and save the German people. Tomorrow will see either a National Government in Germany or us dead.

Marking notes:

The general context of the source is the early years of the Weimar Republic, and candidates will refer to the political and economic upheavals of that period. The specific context of the source is the Beer Hall Putsch, its events and aftermath. The source's provenance will be commented upon: it is a speech designed to fire up a crowd into action. There are several points of interest in the source, notably the Bavarian context, the reference to the "November criminals", the role of Ludendorff, the march on Berlin (in imitation of Mussolini's March on Rome) and the criticism of a sinful Berlin, a persistent theme in conservative and nationalist circles. The tone of the source is calculated to incite; it is dramatic stuff, which is at odds with Hitler's actual, rather lacklustre, performance in the coup.

Source B A civil servant in the Prussian Ministry of the Interior, describing, in a report, the election tactics of the Nazi Party (May 1930)

Hardly a day passes in which there are not several meetings. Carefully organized propaganda headquarters in the individual Gaue [regions] ensure that the speaker and subject are adapted to the local and economic circumstances. Through systematic training, correspondence and, recently, through a school for NSDAP speakers, established on 1 July 1929, such agitators are trained for this task over a period of months, even years. If they prove themselves, they receive official recognition from the Party and are put under contract to give at least thirty speeches over eight months. Rhetorical skill combined with subjects carefully chosen to suit the particular audience, which in the countryside and in the small towns is mainly interested in economic matters, ensure halls filled with enthusiastic listeners. Meetings of up to 5000 people are a daily occurrence in the bigger towns. Frequently a second meeting has to be held because the halls cannot hold the numbers who attend.

Marking notes:

The general context of the source is the impact of the economic situation and the demise of coalition governments in the late 1920s, while the specific context of the source is the 1930 Reichstag election in which the Nazis made the first big breakthrough in gaining popular support (following the 1923 putsch attempt the strategic decision was taken to abandon revolution and opt for winning electoral support). The source's provenance should be commented upon and may refer to the sober memorandum of a civil servant accurately recording events. There are several points of interest in the source, including the impact of the economic situation, the Nazi tactical switch between 1929 and 1930 in targeting rural areas, the importance of efficient and effective propaganda in Nazi messaging, and evidence of popular enthusiasm for the Nazi campaign. The tone of the source is measured and based on evidence.

Source C An election poster issued by the Nazi Party (1932). The caption translates to: "Women! Millions of men without work. Millions of children without a future. Save the German family. Vote Adolf Hitler!"



Marking notes:

The general context of the source is the political, social and economic impact of the Great Depression in Germany, while the specific context of the source is the Nazi high-water mark in terms of electoral support in the 1932 elections: it was still the largest single party in the Reichstag, despite the fall in support in November 1932. The source's provenance should be commented upon; it is an election poster designed to simplify the issues and the message for the benefit of the Nazi Party. There are several points of interest in the source itself, including the devastating impact of unemployment and its potency as an electoral issue, the importance of the family in Nazi ideology, the place of women, and the centrality of Adolf Hitler as a political phenomenon. The poster is designed to win votes and cleverly targets some of the main issues likely to affect voting by 1932.

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focused on the ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. The mark awarded to Question 2 is 30. Both questions in this examination paper are compulsory.

The structure of the mark scheme

The mark scheme for Question 2:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.
- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.



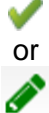








Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

		Focus on the question set	Analysis of the interpretation
Band 6	26–30 marks	The learner discusses clearly the question set in the context of alternative interpretations.	The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss why a particular historian or school of history would form an interpretation based on the evidence available to the historian.
Band 5	21–25 marks	The learner discusses the question set in the context of alternative interpretations.	The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question.
Band 4	16–20 marks	The learner discusses the question set in the context of the development of the historical debate that has taken place.	There is some attempt to explain why different interpretations have been formed. The learner considers a counterargument to that presented in the question.
Band 3	11–15 marks	The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place.	There is a limited attempt to explain why different interpretations have been formed.
Band 2	6–10 marks	The learner is able to show understanding of the question set. There is an attempt to reach a judgement, but it is not firmly supported or balanced.	The learner's discussion of the interpretation is valid, with reference to alternate interpretations.
Band 1	1–5 marks	Any judgement reached is limited and unsupported.	The learner attempts to discuss the interpretation by tending to agree or disagree with it.
Award 0 marks for an irrelevant or inaccurate response.			

Stamps and annotations used for Assessment Objective 3

Stamp	Annotation	Meaning/use
	Context	Where the candidate is offering contextual support for discussion of the interpretation
	Copy from text	Where the candidate is copying or paraphrasing material and passing it off as analysis
	Correct	Where a correct point drawn from the interpretation has been made
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Interpretation	Where the candidate is assessing how and – possibly – why an interpretation has been developed
	Judgement	Used to note an emerging or not fully supported judgement
	Question mark	It is unclear what the candidate is referring to from the interpretation
	Specific	Where one or both of the given interpretations is addressed
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Wider	Where an alternative interpretation is addressed
	Underline	Use to underline sections commenting on interpretation
	Box	Used to box larger sections commenting on interpretation
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

0 2 Historians have made different interpretations about the reasons for the outbreak of the Reformation. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that economic issues were responsible for the outbreak of the Reformation? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that economic issues were responsible for the outbreak of the Reformation. Candidates will consider interpretations of this issue within the wider historical debate about the reasons for the outbreak of the Reformation. Some of the issues to consider may include the following.

Interpretation 1 James Hawes, in this extract from his general interest book *The Shortest History of Germany* (2017), provides an economic interpretation.

If there's one cause of the Reformation that runs through the 95 Theses it's money. Many of the Theses talk quite literally about it, and many more use metaphors of wealth, treasure, earnings, payments, debts, penalties. Both in person and through his writings, Luther soon became a handy weapon in the ancient struggle to decide who truly ruled – and therefore, taxed – Germany.

Marking notes:

This argues that money was a motivating factor in the outbreak of the Reformation. Evidence for this can be found in Albrecht of Mainz and Tetzel wanting to make money from people's religion, and so the Reformation began as a revolt over tax collection rather than over religious issues. This is an economic view that emphasises Church demands for money, from the tithe, Peter's Pence and so on, which it is suggested fuelled a rise in anti-clericalism. This view was popular amongst Marxist and revisionist historians looking to move away from traditional interpretations. This could also be a post-revisionist argument, returning to the importance of the 95 Theses but combining it with an economic explanation.

Interpretation 2 Geoffrey Elton, in this extract from his academic book *Reformation Europe: 1517–1559* (1963), provides a Luther-centric interpretation.

The Reformation was no more the work of one man than any such upheaval can ever be; but without Luther there would still have been no Reformation. Luther denounced the whole concept of a special priesthood, blaming it for keeping God's message from the Christian people, as only the clergy were allowed to inform man of his way to God by preaching the Word. As it turned out, the Spirit had visited a man unusually capable of making himself heard, so much so that the doubter may wonder whether the word that broke the old Church was God's or Luther's.

Marking notes:

This argues that Luther's theology was behind his revolt, attacking the false doctrines of the Catholic Church through the 95 Theses, as well as his subsequent sermons and publications. This can be seen in the significance given by many at the time to Luther's performance at Leipzig and Worms in his defiance of the Catholic authorities as well as in the important works he published in 1520. As a Luther-centric view this is a traditional religious explanation for the start of the Reformation, with some element of the "Great Man" theory about it as well.

Wider debate

Candidates may refer to other explanations such as a post-revisionist emphasis on other important writers and preachers, including Erasmus and Melanchthon, or that it was the corruption of the Church itself that had angered people.

- 0 2** Historians have made different interpretations about the effectiveness of the ancien régime and attempts at reform. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that attempts at reform brought about the end of the ancien régime? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that attempts at reform brought about the end of the ancien régime. Candidates will consider interpretations of this issue within the wider historical debate about the effectiveness of the ancien régime and attempts at reform. Some of the issues to consider may include the following.

Interpretation 1 Paul H Beik, in this extract from his academic book *The French Revolution. Selected Documents* (1970), provides a political interpretation.

The revolution was a political effort brought on by the failure of the absolute monarchy to make reforms without losing the initiative and authority essential to government. It became a political revolution [encouraged by the bourgeoisie] to replace absolutism by some form of representative institutions. For Louis XVI, the least drastic change would have been a system guaranteeing the old social system of the ancien régime.

Marking notes:

This argues that the cause of the French revolution was due to the political failings of the ancien régime. The absolute monarchy under the stewardship of Louis XVI failed to make reforms which would have made its survival much more likely, although this was not for the lack of trying. The context for this failure could include a range of initiatives, notably the work of Calonne and then the Assembly of Notables. Louis was aware of bourgeois aspirations and was prepared to consider some sort of provincial representative role although this ultimately came to nothing. It failed to satisfy the aspirations of the bourgeoisie who were dynamic in their ability to energise industry and agriculture yet were clearly frustrated by their inability to play a role in representative government. The author presents a political interpretation of the cause of the revolution.

Interpretation 2 Alan Forrest, in this extract from his academic book *The French Revolution* (1995), provides an economic interpretation.

During the last years of the ancien régime, there was widespread dissatisfaction at many different levels of society with the manner in which France was being governed. But that dissatisfaction [particularly among the bourgeoisie] and attempts at reform did not cause the overthrow of the absolute monarchy. Rather, it was the severity of the financial crisis of the 1780s, triggered by France's costly participation in the American War of Independence, which brought about the bankruptcy of the state and made the continuance of the status quo an unattainable aim. By the later 1780s even many of the privileged members of society were prepared to sacrifice some of their privileges if the monarchy and the social system were to survive.

Marking notes:

This argues that while there was widespread dissatisfaction within French society in the last years of the ancien régime, attempts at reform did not cause the outbreak of the revolution. The author in providing an economic analysis of the origins of the revolution lays the blame firmly at the door of the monarchies deep-rooted financial problems. The context for this was the spiralling debt of the government which ultimately led to its declaration of bankruptcy. This was due in no small measure to its foreign policy commitments, especially those made to the American colonists in their war against Britain, but also because of the failings in the structure of the ancien régime which allowed tax exemption to the privileged order. The rapidly deteriorating financial position of the monarchy is what precipitated the greatest crisis of the ancien régime.

Wider debate

Candidates may refer to the validity of other interpretations as to why the ancien régime was overthrown. One reason could be the role of the monarch, Louis XVI. His leadership was weak, as suggested by his failure to back the reforms of ministers, such as Calonne, in the face of opposition from the vested interests of some privileged groups such as the parlement. Moreover, the monarchy was itself discredited in the eyes of many subjects by its scandals, most notable among these being the affair of the necklace and the deep dislike in some sections of society of Marie Antoinette.

- 0 2** Historians have made different interpretations about the failure to achieve compromise in the years before the Civil War. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that Southern plans to extend slavery were responsible for the failure to compromise in the 1850s? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Southern plans to extend slavery were responsible for the failure to compromise in the 1850s. Candidates will consider interpretations of this issue within the wider historical debate about the failure to achieve compromise in the years before the Civil War. Some of the issues to consider may include the following.

Interpretation 1 Russel B Nye, in this extract from his academic book *Fettered Freedom* (1949), provides a Northern interpretation.

The abolitionists came to the conclusion that there existed a conspiracy among Southern slaveholders to foist slavery upon the nation, destroy civil liberty, extend slavery into the territories, reopen the slave trade, control the policies of the federal government, and complete the formation of an aristocracy founded upon and fostered by a slave economy ...

The abolitionists emerged in the popular mind as sole defenders of the democratic tradition against the machinations of this uncompromising, dangerous, secret faction.

Marking notes:

This argues that the abolitionists were moral crusaders trying to prevent a southern conspiracy to impose slavery throughout the US. The idea that the southern states were secretly promoting slavery beyond their territories could be supported by reference to the 1850 compromise, and events in Kansas and Nebraska through the 1850s and the ways they extended the scope of slavery within the newly created states of the mid-west. The Fugitive Slave Act saw the status of slavery extended to escaped slaves living as free citizens within the northern states, which was supported by the Supreme Court's Dred Scott decision. The portrayal of the abolitionists as moral crusaders could be linked to the work of leading abolitionists most spectacularly in John Brown's actions at Harper's Ferry, or to the work of African American abolitionists like Frederick Douglass. This could be considered a traditional view that saw the Civil War as a part of a campaign against slavery.

Interpretation 2 David M Potter, in this extract from his academic book *The Impending Crisis, America before the Civil War, 1848–1861* (2011), provides an interpretation that suggests mutual distrust prevented compromise.

Slavery had a polarizing effect, for the North had no slaveholders – at least not of resident slaves – and the South had virtually no abolitionists ...

Slavery had an effect which no other sectional factor had in isolating North and South from each other. As they became isolated, each reacted to a distorted image of the other: the North to an image of a southern world of lustful and sadistic slave drivers; the South to an image of a northern world of cunning Yankee traders and fanatical abolitionists plotting slave insurrections. This process of substituting stereotypes for realities could be very damaging indeed to the spirit of the union, for it caused both northerners and southerners to lose sight of how much alike they were and how many values they shared.

Marking notes:

This argues that divisions were built into the way that both sides saw each other and how those views stemmed from misconceptions around slavery, in particular the stereotypes that everyone in the South was a vicious, lascivious slave owner and everyone in the North was a determined abolitionist. This could be illustrated by reference to the evangelical campaigns of abolitionists such as John Brown, but also to examples of the cruelty of slavery. As a result, compromise was unlikely as both sides focused on their differences with regards to slavery rather than the other things that they had in common. This is a more balanced post-modernist view that seeks to explain that had those in the North and South been able to stand back from their prejudices with regard to slavery they would have found they had far more uniting them than they had dividing them.

Wider debate

Candidates may show awareness of the differences between the two sides being based on their different economic situations, with agriculture dominating the Southern economy and industry dominating the Northern economy. This view tends to see the Civil War as the result of a fight for economic dominance within the Union. More recently, historians have emphasised the interdependence of the economies of the North and the South, most obviously in the way that the cotton plantations of the South were providing cheap raw materials for the textile factories in the North and have returned to differences of slavery and the individual rights of the states as reasons why compromise could not be reached.

- 0 2** Historians have made different interpretations about the political and economic instability of the early Weimar Republic during the period from 1918 to 1923. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that the Treaty of Versailles led to the instability of the early Weimar Republic? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the Treaty of Versailles led to the instability of the early Weimar Republic. Candidates will consider interpretations of this issue within the wider historical debate about the political and economic instability of the early Weimar Republic during the period from 1918 to 1923. Some of the issues to consider may include the following.

Interpretation 1 AJ Nicholls, writing in his academic book *Weimar and the Rise of Hitler* (1968), provides an interpretation that the Treaty of Versailles was the main cause of instability in the early Weimar Republic.

The political demoralisation the treaty (of Versailles) caused within the Reich was serious. The real damage the treaty did to Germany was to disillusion more moderate men who might otherwise have supported the new Republic. The parties most seriously harmed were the Social Democrats, the German Democrats and the Centre Party. These groups were forced after an apparently successful revolution to turn to the German people with nothing to offer them but failure. Issues connected with the peace settlement poisoned the political atmosphere in Germany for many years.

Marking notes:

This argues that the political effects of the Treaty of Versailles had a profound impact on the Weimar Republic. Nicholls argues that the moderate political parties were quickly hamstrung because of their association with signing and/or the implementation of the treaty. Candidates can use their contextual knowledge to explain, for example, the significant decline in SPD support in the early 1920s and the emergence of more extremist politics. The power of issues like the war guilt clause, the loss of territories, and reparations – combined with the myth of the "stab in the back" – undermined the moderate position throughout this period.

Interpretation 2 Mary Fulbrook, writing in her academic book *A History of Germany 1918–2020: The Divided Nation* (2021), provides an interpretation that the early Weimar Republic was destabilized by internal divisions.

A deeply polarized society was hardly coming to terms with the new political circumstances of the time. The fledgling Republic was subjected to onslaughts from a variety of quarters at home. Its first four years were characterized by a high level of political violence, with frequent assassinations, coup attempts, strikes and demonstrations, these last generally being put down with considerable force. An attempted national right-wing putsch, led by Kapp in March 1920, was only brought down by a general strike. Faced with repeated strikes, demonstrations, and political violence, the SPD (Social Democrats) sadly misjudged the situation and, instead of responding to the causes of distress, sought to use force to suppress the symptoms of unrest. Moreover, the judiciary displayed considerable political bias in treating left-wing offenders very harshly, while meting out lenient sentences to offenders on the Right.

Marking notes:

This argues that Germany was a deeply polarized society and cites the evidence of political violence, assassinations, attempted coups, as well as strikes and demonstrations. A specific example is provided which candidates can contextualize: the Kapp Putsch. This was an attempted right-wing coup in 1920 that was eventually finished off by a workers' strike. The army's ambivalent role in this was significant. There are several points that candidates can discuss further, particularly the role of the SPD in suppressing discontent, its relationship with the army and the fatal rift with the KPD. The role of the judiciary in Weimar society and politics is referred to and candidates may want to discuss the civil service in the same role.

Wider debate

Candidates may show awareness of other interpretations, for example, that the treaty was not really that burdensome. Further, they may note other viewpoints: that Weimar governments mismanaged the economy; that the Weimar constitution was flawed and contained several provisions that led to instability; the responsibility of the Imperial government for ruinous economic policies in the war; that the political divide between left and right was serious before the treaty was signed; and that anti-democratic forces were already strongly embedded in German society and politics.