GCE A LEVEL MARKING SCHEME

SUMMER 2024

HISTORY - UNIT 4
DEPTH STUDIES 1–4: BRITISH HISTORY

1100U10-1
1100U20-1
1100U30-1
1100U40-1

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

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, which is a compulsory question, is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- 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.

© WJEC CBAC Ltd.

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.				

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

© WJEC CBAC Ltd.

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
	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

© WJEC CBAC Ltd.

Depth study 1 **The mid-Tudor crisis in Wales and England c.1529–1570**
Part 2 **Challenges facing Mary and Elizabeth c.1553–1570**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the challenges facing Mary I in the period from 1554 to 1555.** **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the challenges facing Mary I during the period from 1554 to 1555. 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 The Doge [ruler] and the Senate of Venice in an open letter to the Venetian Ambassador to Constantinople (March 1554)

The four ambassadors from the Emperor [Charles V] went to England to the Queen, and agreed her marriage with the Prince of Spain, his Imperial Majesty's son. In Cornwall and Kent, the people, wishing for a native Sovereign and not a foreigner, resented this, taking up arms and rebelling. Thus the four ambassadors quitted London. Their last London letters inform us that the rebels in Kent, under their commander Sir Thomas Wyatt, were approaching London, hoping for support from the Londoners, but the Queen's infantry and cavalry marched against them and fought a battle near London, in which her Majesty's forces were victorious, capturing Wyatt and five other men of quality, who have been taken to London and committed to the Tower. The Emperor, on hearing of this victory, sent orders to Spain for the Prince to come for the consummation of the marriage, and has provided a number of ships for his passage. Some other chiefs of the rebellion were also arrested; and the Lady Jane Grey, who had previously been proclaimed Queen, and her husband were beheaded.

Marking notes:

The general context of the source is focused on widespread xenophobia and the threat from rebellion, while the specific context of the source is focused on Mary's marriage with Philip of Spain. Mary was beset with problems, not least of which was the powerful influence of her prospective father-in-law, the Emperor Charles V. It is clear that he has the power to approve or cancel the marriage. Mary also has to deal with a widespread dissatisfaction of her choice of marriage partner – the prospect of a Spanish 'king' is not something universally welcomed. The threat posed by Wyatt's rebellion was a serious challenge that the Queen was fortunate to overcome. The fact that Charles's ambassadors left for the Continent showed how little faith they had in Mary's ability to meet the challenge of a rebellion so close to the centre of power in London. That the rebellion was planned and led by influential nobles posed an additional challenge to the Crown's authority.

© WJEC CBAC Ltd.

Source B Simon Renard, the Spanish ambassador to England, in a private letter to Charles V (August 1554)

Public and private affairs here are not in as settled a condition as they ought to be, and the question of the Pope's authority is a much more troublesome one than the re-establishment of the true and straightforward observance of religion. Cardinal Pole has advisers, and perhaps carries on correspondence with people here which we know nothing about. The English are still unsettled and divided in their minds; and for a number of reasons that promptly occurred to their Highnesses, they and we agreed that the Cardinal's journey had better be put off. Further, that the execution [carrying out] of the Cardinal's commission must depend on what Parliament decides in the next session, otherwise it risks damaging his Highness's prospects and endangering his person. The object in view is not to give up the mission as hopeless, but to make the Pope and Legate see that the present juncture will not permit it. At the same time, every effort shall be made to prove to the Pope, the Consistory and all Christendom that their Highnesses' foremost and greatest desire is to lead England back to a dutiful attitude, thoroughly re-establish religion and once more set up the service of God.

Marking notes:

The general context of the source is the extent of religious divisions in England, while the specific context of the source is focused on anti-Papal sentiment and the unsettling of the people in the face of religious change. The question of Papal authority was a source of debate and division as was the re-establishment of the Catholic faith. The imminent arrival in England of the exiled Cardinal Pole was a further cause of concern because his appointment as Archbishop of Canterbury was not universally welcomed. Pole was unpopular mainly because of his hard-line attitude to heretics, especially English and Welsh Protestants. The challenge facing Mary was in gauging the mood of the country and knowing when to enact the religious legislation necessary to overturn the Henrician and Edwardian Reformations. Mary has to prove to the Pope that her kingdom and its people are ripe for the restoration of Roman Catholicism. Her task is made more difficult by the fact that her every move is being reported by the author of the source, Renard the Spanish ambassador.

© WJEC CBAC Ltd.

Source C An anonymous eyewitness account (October/November 1555). This was later published in John Foxe's *The Book of Martyrs*, 1563.

Flames were lit at Dr Ridley's feet, which caused Mr Latimer to say, "Be of good cheer, Ridley, and be a man. We shall this day, by God's grace, light up such a candle in England, as, I trust, will never be put out." When Dr Ridley saw the flame approaching him, he exclaimed, "Into thy hands, O Lord, I commend my spirit!" and repeated often "Lord receive my spirit!" Mr Latimer, too, said "O Father of heaven receive my soul!" Embracing the flame, he bathed his hands in it, and soon died, apparently with little pain. Every eye shed tears at the sight of these sufferers, who were among the most distinguished persons of their time in dignity and piety.
The following month, Stephen Gardiner – the Bishop of Winchester and Lord Chancellor of England – died. This papistical monster, partly educated at Cambridge, was ambitious and cruel. He served any cause: he first supported the King's part in the affair of Anne Boleyn; upon the establishment of the Reformation, he declared the supremacy of the Pope a disgusting belief; when Queen Mary came to the crown, he entered into all her papistical bigoted views, and became a second time Bishop of Winchester; he argued for the sacrifice of Lady Elizabeth, but before this could occur it pleased God to remove him.

Marking notes:

The general context of the source is the impact of the Catholic counter-Reformation, while the specific context of the source is the persecution and execution of Protestant martyrs. Ridley and Latimer were well-respected clerics who met death with courage and fortitude. The manner of their deaths inspired fellow Protestants and some sympathetic Catholics to turn against the Crown and its religious policy. The burning of heretics had become very unpopular, and Mary's policy of persecution met with increasing levels of opposition. The source is clearly biased and is part of Protestant propaganda designed to demonise Mary and her unpopular ministers. Gardiner was a particular target of Protestant propaganda because of his long-standing ambition for influence and power. He was a cleric with political ambitions who showed no mercy to those who opposed him. He is even credited with an attempt to have Princess Elizabeth executed by persuading Queen Mary to dispose of her half-sister. Only his death prevented him from achieving his aim.

© WJEC CBAC Ltd.

Depth study 2 **Royalty, rebellion and republic c.1625–1660**
Part 2 **Civil War, Commonwealth and Protectorate c.1642–1660**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the problems facing the government in the period from 1651 to 1657. [30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the problems facing the government during the period from 1651 to 1657. 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 Michiel Morosini, the Venetian Ambassador to France, in a diplomatic dispatch to the Doge [ruler] and Senate of Venice (October 1651)

I must impart the news recently arrived from the camp at Worcester. His Majesty marched to Liverpool, which surrendered immediately. Proceeding to Warrington he fought with Cromwell's army of over 20,000 men, and after a sharp engagement, lasting a day and a half, secured the army's passage, killing 4,000 of the enemy and taking 2,000, including many of their principal men, and capturing 10,000 arms. Pushing on, his Majesty was met by Earl Howard, captain of Cromwell's guards, who changed sides and joined his Majesty's service with his regiment. His Majesty went on to Worcester, four days from London, with 36,000 men. The garrison of 4,000 wished to resist but were all killed by the inhabitants and the town surrendered. While he was at Worcester, the town and port of Plymouth – the metropolis of Cornwall – declared in the King's favour, having released all the prisoners whom the enemy had imprisoned there. Wherever his Majesty has passed he has met with demonstrations of joy and he has offered pardon to all who return to their obedience within a stated time, except those who sat in judgment on his royal father.

Marking notes:

The general context of the source is focused on the military threat faced by the government, while the specific context of the source is focused on the battles of Warrington and Worcester. It is clear that the military threat faced by the republican government was countrywide. The surrender of Liverpool, Plymouth and Worcester to royalist forces show how perilous the situation had become for the government. The problems mounted with the defection of some regiments to the royalist side, particularly the once-loyal Earl Howard and his formerly pro-republican guard. The numbers involved in mobile armed forces and city garrisons reveal the extent and scale of the military dispositions across England. That the government's forces were forced into two battles, one won (Worcester) and one lost (Warrington), highlights the problems the republican government faced in trying to control, let alone govern, the country. Although the author is an outsider – literally, he was living in France – he is clearly well informed of events in the country (though a little hazy on the location of Plymouth). There does seem to be a great deal of support for the crown in the country and, by implication, opposition to the government.

© WJEC CBAC Ltd.

Source B Major Ralph Knight, an officer in the army, in a letter to General Monck (September 1656)

Right Honourable,

This day most of the officers that were appointed to wait on his Highness [Cromwell] met at Whitehall, where his Highness hinted to us the reason for us meeting now; Charles Stuart had 8000 men in Flanders ready to ship to England, and had written to his friends here not to act till he was upon the coast, and that Colonel Sexby had promised the King of Spain that he would betray [hand over] a considerable garrison in England to Stuart, and that many here would join with him.

Also there is a new plot – by the Fifth Monarchy men – discovered, which was far advanced. Considerable persons involved include Sir Henry Vane, Harrison, Rich, Okey, and Vice-Admiral Lawson. On Thursday night there were 24 persons taken in one room while they were at prayer, and there were found a great many arms and provisions for war, with a declaration of the reasons for their rising, and of a form of Government, all in print, and a flag with this motto, 'Who shall rouse him'. The Fifth Monarchy men and others did try to force us into bloody conflict …

I hope this meeting will much strengthen and bolster the army.

Marking notes:

The general context of the source is focused on the rumours of rebellion at home and invasion from abroad, while the specific context of the source is concerned with the internal threat posed by radical groups. The problems confronting the government came from within and without the country. The identity of the author, a military officer, adds to the report's credibility as it may have been based on the information obtained by spies on the continent. That Cromwell had set up a meeting about the potential invasion suggests that it was taken seriously by the government. Another more pressing problem was the potential for rebellion at home instigated and led by radical groups such as the Fifth Monarchists. The rebellion was clearly well planned, fully provisioned and consisted of powerful individuals of senior military rank. That they had plans to replace the government was a matter of grave concern. Clearly, the government was the target of the rebels.

© WJEC CBAC Ltd.

Source C William Bradford, a former soldier in the New Model Army, in a petition to the Lord Protector, Oliver Cromwell (March 1657)

I perceive there are a number in Parliament that voted Kingship for you. I likewise perceive that there is a number there (though less) that voted against it, and that the greatest part of the army are against it. I beg and beseech your Highness, again and again, with tears and prayers, that you consider what you are doing after so many declarations willingly followed by most of the people now subject to you, and after the Instrument [of Government] signed and sworn by yourself. Consider my Lord, and weigh between those two parties: those that are for a crown, I fear you have little experience of them; those who are against a crown, who have shared in your greatest battles. The divisions amongst us are like to make us unhappy, unless God prevent it; a divided nation cannot stand. I am of that number, my Lord Cromwell, who still loves you and greatly desires to do so; I have gone along with you from Edge Hill to Dunbar. The experiences you have had of the power of God … should make you think again and refrain from taking the crown.

Marking notes:

The general context of the source is focused on the anger, divisions and potential opposition of former supporters of the government, while the specific context of the source is concerned with the rumour of Cromwell's assumption of kingship. Rumour was at the root of the problem faced by the government which was besieged by angry letter writers and petitioners aghast at the prospect of the return of kingship. To make matters worse, some of those who protested the most were former soldiers, pro-republicans who fought to rid the country of the kingship. The sense of betrayal is palpable especially among those who once supported Cromwell, a man they held in high regard. The author is expressing his opinion that Cromwell may be listening to self-interested men, bureaucrats, and politicians, who care little for the sacrifices made in battle by the rank and file-soldiers. This has the potential to turn into a constitutional crisis.

© WJEC CBAC Ltd.

Depth study 3 **Reform and protest in Wales and England c.1783–1848**
Part 2 **Protest and campaigns for social reform c.1832–1848**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying Sir Robert Peel and the policies of the Conservative Party during the period from 1834 to 1846.** **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying Sir Robert Peel and the policies of the Conservative Party during the period from 1834 to 1846. 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 Sir Robert Peel, in the Tamworth Manifesto, a letter to his constituents (December 1834)

I consider the Reform Bill a final and irrevocable settlement of a great constitutional question – a settlement which no friend to the peace and welfare of this country would attempt to disturb. If, by adopting the spirit of the Reform Bill, it means that we are to live in a perpetual whirlwind of agitation; that public men can only support themselves in public estimation by adopting every popular demand of the day, if this be the spirit of the Reform Bill, I will not undertake to adopt it. But if the spirit of the Reform Bill implies only a careful review of institutions, civil and ecclesiastical, undertaken in a friendly temper, combining, with the firm maintenance of established rights, the correction of proved abuses and the redress of real grievances, in that case, I can for myself and colleagues undertake to act in such a spirit and with such intentions. Our object will be the maintenance of peace, the support of public credit, the enforcement of strict economy, and the just and impartial consideration of what is due to all interests: agricultural, manufacturing, and commercial.

Marking notes:

The general context of the source is the extensive reforms of the Whig governments since 1830, while the specific context of the source is William IV's dismissal of the Whigs, the formation of a minority Tory government, the January election of 1835 and Peel's decision to reframe Tory policies in his election manifesto the previous month. The source's provenance will be commented upon and will refer to it being a letter to constituents designed to explain a change of emphasis in Tory policy and to persuade those eligible to vote Tory. Content of relevance to the set enquiry will include references to Peel's principles on moderate reform, his vision of a developing industrial society and its needs. The address is often seen as a landmark in the growth of conservatism and an indication of Peel's constructive policy in both opposition and government.

© WJEC CBAC Ltd.

Source B Henry Gally Knight, a Conservative Member of Parliament, in a speech to the House of Commons (11 April 1842)

Sir, the right hon. Baronet [Sir Robert Peel] has not courted popularity; and, therefore, I honour him. He has not sought to legislate for class interests, but for all interests, he has sought nothing but the good of the whole community. If the money must be had, an income tax is the least objectionable means. It is not fair, whilst we are discussing the burdens which are to be imposed, entirely to keep out of sight the relief to the commercial world, to the manufacturing classes, which the right hon. Baronet holds out by his proposed changes in the tariff. This is a part of his plan as much as the income tax, and the two should be considered together. If you have recourse to an income tax, distinctions cannot be made. Where would be the justice of taxing a yeoman farmer whose little farm brings him in £200 a year, and not taxing the physician or the lawyer, who is making thousands a year, the country gentleman with a moderate fortune, or the merchant or the master-manufacturer, who is annually increasing his income?

… I would only urge the Gentlemen opposite to allow the measures to come into operation, for every day's delay aggravates the distress of the manufacturing classes, with whom they sympathise so deeply, and so properly. It is perfectly well known, that at this moment there is a complete stagnation of trade – a stagnation in the towns, a panic in the country.

Marking notes:

The general context of the source is the Conservative victory in 1841 (in which the failure of the Whigs to balance the budget was a big issue) and the collapse of the long period of Whig rule, while the specific context of the source is the crucial budget of 1842 masterminded by Peel with the reintroduction of income tax and the reduction of tariffs. Also, the source refers to the depressed economy in the early 1840s. The source's provenance will be commented upon and will refer to the perspective of a loyal Tory backbencher supporting his leader and government. Content of relevance to the set enquiry that is contained within the source includes the merits of income tax and tariff policy, the context of the depression in the early 1840s and the thrust of Peel's free trade policy. Peel's mastery of financial issues can be contextualized, and the source hints at ideas familiar to adherents of One Nation Toryism too.

© WJEC CBAC Ltd.

Source C Charles Greville, a Whig Clerk of the Privy Council, in his diary (16 December 1845)

The contrast between Peel's position and reputation on coming into office four years ago, and at his moment of quitting it, are most remarkable and curious. And what has been his career before the world? Successful to the uttermost of general expectation, he restored peace and put the finances in good order. It would be difficult to point out any failure he suffered, and easy to show that no Minister ever had to boast of four more prosperous years, more replete with public advantage and improvement …

At the end of all this triumph, popularity, prosperity, and power is a voluntary fall, a resignation of office in the midst of such a storm of rage, abuse, and hatred as no other Minister was ever exposed to. His political opponents are not disposed to give him credit for either wisdom or patriotism, while his followers heap reproaches upon him, in which they exhaust the whole vocabulary of abuse, and accuse him of every sort of falsehood, and treachery. And the cause of this mighty change? It is because he is wiser than his people, that he knows better than they do what are the true principles of national policy and national economy. Peel intended to propose immediate suspension and final abolition of the Corn Laws.

Marking notes:

The general context of the source is the achievements of Peel's 1841–5 ministry, while the specific context of the source is Peel's decision on the Corn Laws in November 1845 which led to a fatal split in the Cabinet resulting in Peel's resignation on 5 December. The failure of negotiations to form a Whig Ministry led to Peel's return to office and the events leading to repeal of the Corn Laws in 1846. The source's provenance will be commented upon and include reference to a well-informed observer at the centre of political events who provides a fair-minded appraisal of Peel from a Whig perspective. Content of relevance to the set enquiry in the source includes the achievements of the second ministry, the bitterness of the disputes about the Corn Laws, the drama of the events of November/December 1845 and the shift in Peel's mind that autumn. Contextual discussion might focus on whether Peel's decision was long planned, a reaction to external events or both.

© WJEC CBAC Ltd.

Depth study 4 **Politics and society in Wales and England c.1900–1939**
Part 2 **Economic and social challenges in Wales and England c.1918–1939**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the reaction of the National Governments to the challenges they faced during the period from 1932 to 1938.** **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the reaction of the National Governments to the challenges they faced during the period from 1932 to 1938. 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 Vera Brittain, Amabel Williams-Ellis and Storm Jameson, socialist writers, in a letter entitled 'Silencing the Unemployed' published in the political and literary review magazine *Time and Tide* (1932)

The most important point about the recent demonstrations is this: other minorities have channels for airing grievances; The unemployed who have the most serious complaint to the most able to do so. Their way of saying what they want to say is taken from them if it is made impossible for them to demonstrate, to hold meetings, or to state their case directly whether it be to Parliament or to the local Public Assistance Committee. Can it be that the Government I so anxious to silence them because it would rather not hear too much about it feels like to try to feed a child on two shillings a week? It is with considerable an ease that we see a National Government attempting to suppress the views of any body [group] of its subjects and especially that section which is fewest opportunities of making itself heard. The unemployed and muzzled [silenced], as they have no other means of publicity for their grievances.

Marking notes:

The general historical context associated with this source is that, in 1932, there was widespread poverty and suffering and the unemployed were venting their frustration by holding demonstrations. The specific historical context is that 1932 was a period during the Depression that saw hunger marches that were becoming increasingly violent in nature. Led mostly by the National Unemployed Workers' Movement, the marches were both a social and political challenge to the National Government who were coming under criticism for their policies. The source is a letter by three socialist writers who would clearly therefore sympathise with the plight of the hunger marchers and their demand for more assistance. The title of the letter "Silencing the Unemployed" seems to show their criticism of the treatment of the hunger marchers by the National Government.

© WJEC CBAC Ltd.

Source B The Cabinet Office transcript of a meeting of the cabinet of the national government of Stanley Baldwin (December 1936)

The prime minister said that it was now obvious, the press having got wind of the story, that the situation regarding the King could not be ignored any longer. Some public statement was essential. The prime minister said that he had seen the King on Wednesday and had reported the result of his enquiries as to the proposed Bill to sanction was sometimes called a "morganatic" marriage [a marriage between spouses of unequal social standing]. The prime minister had said that it was impossible for it to be accepted by the present House of Commons: but Mr Attlee had told him the whole of the Labour Party would vote against it, and that he had also been informed that supporters of the Government would be almost unanimous against it. As to the Dominions, he had not shown the King the text of all the telegrams but had given him a very complete summary. The King had not appeared impressed by all this.

Marking notes:

The general historical context associated with this source is that the prime minister, Stanley Baldwin, is informing the Cabinet that the King has been told that a marriage on his terms is not acceptable. The specific historical context is that the King is being manoeuvred into a position whereby his only choice, if he is to marry Mrs Wallis Simpson, is to abdicate. It was not clear in reality whether the Dominions were against the King's wishes, but Baldwin certainly made it seem so. The source is an official transcript of the Cabinet meeting at the time so would be a reliable account of the nature of the discussion of the time and would reflect the opinion given by the then prime minister.

© WJEC CBAC Ltd.

Source C Harold Nicolson, Member of Parliament, in his diary (28 September 1938)

I notice that a sheet of Foreign Office paper was being rapidly passed along the Government bench. Sir John Simon interrupted the prime minister and there was a momentary hush. He adjusted his glasses and read the document that had been handed to him. His whole face, his whole body seemed to change. He raised his face that the light from the ceiling fell full upon it. All the lines of anxiety and weariness suddenly to have been smoothed out; he appeared ten years younger and triumphant. “Herr Hitler”, he said “has just agreed to postpone the mobilization for twenty-four hours and to meet me in conference with Signor Mussolini and Monsieur Daladier” …

That, I think, was one of the most dramatic moments which I have ever witnessed. For a second the House was hushed in absolute silence. And then the whole House burst into a roar of cheering, since they knew this might mean peace. That was the end of the prime minister's speech and when he sat down the whole House rose to pay tribute to his achievement.

Marking notes:

The general historical context associated with this source is that the prime minister, Neville Chamberlain, is about to meet Hitler and Daladier to conduct a peace conference. The specific historical context is that the Munich conference of 1938 has been announced at the last minute in order to solve the Czechoslovakian issue and prevent war. This was a last attempt to prevent war and was part of the policy of appeasement that was being followed at the time: either to avoid war at all costs, or to buy time for Britain to re-arm. The source is from an MP writing in his diary at the time, and as an eyewitness to the events he would be in a good position to offer his view on the events as they transpired.

© WJEC CBAC Ltd.

Marking guidance for examiners for Question 2 and Question 3

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. I. In addition to the compulsory 30-mark Question 1, candidates choose either Question 2 or Question 3. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme for Question 2 and Question 3 has two parts:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each 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.

© WJEC CBAC Ltd.

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement, but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

© WJEC CBAC Ltd.

Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
	Analysis	For specific sections of correct and effective analysis of either historical material or argument
	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
	Evaluation	For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised
	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
	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
	Not relevant	Topic-based material that is not relevant to the set question
	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
	Something here	The candidate begins to make an argument, but it is undeveloped
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Vague	Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean
	Underline	Used to underline a smaller section of material that is being used to answer the set question
	Box	Used to box a larger a section of material that is being used to answer the set question
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

© WJEC CBAC Ltd.

0 2 **"Between 1553 and 1570, price rises had the most significant impact on the society and economy of Wales and England." Discuss. [30]**

Candidates will offer an appraisal of the society and economy of Wales and England. They will demonstrate knowledge of the impact of price rises, analysing them and weighing up their significance on the society and economy of Wales and England in the context of other issues that may have had an impact. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Price inflation affected all classes in society but especially those at the bottom end who could least cope with the impact due to low wages which were often fixed and did not rise in line with prices.
- Price rises made an immediate and lasting impact on foods such as bread, corn, oats and milk, which formed the basic diet of the poorer classes.
- Rising prices led to famine as food became unaffordable. This resulted in widespread unrest, protests and food riots.
- Enclosures had a serious impact on some parts of the country where common land was appropriated by powerful landlords. This caused widespread resentment and opposition. It also led to changes in the economy with the change from arable to pastoral farming.
- Rising levels of poverty and vagrancy did much to undermine the traditional bonds of society. Rising unemployment due to enclosure and depression in the cloth trade drove many to leave the countryside to seek work in the towns.
- Levels of crime and criminality rose in line with inflation, unemployment and enclosures. Hunger drove many law-abiding citizens into crime, mainly the stealing of food.
- Religious change and the impact of the Reformation on the Church meant that clerics could no longer support the poor and vagrant to the levels that had existed before the dissolution of the monasteries.
- Regime change contributed to social and economic instability which affected an already divided society. Trading partnerships with Spain and France were disrupted by tension over religious differences. This greatly affected the cloth trade and links with the Antwerp markets after 1558/9.

© WJEC CBAC Ltd.

0 3 **Examine the nature and extent of the Catholic threat to Elizabeth I up to 1570. [30]**

Candidates will offer an appraisal of the nature and extent of the Catholic threat to Elizabeth I. They will demonstrate knowledge of those threats, analysing them and weighing up their significance. Where other threats are discussed, these must be limited to comparative factors that serve to illuminate the extent of the Catholic threat. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Roman Catholicism was still strong in many parts of the country and the people in those areas resented the accession of a Protestant queen.
- There was a major rebellion in the north of England led by two powerful noblemen and supported by local gentry landowners. This threatened Elizabeth and her regime.
- After a long and fruitless courtship to convert the Queen to the faith, the Pope finally excommunicated Elizabeth. Catholics were encouraged to oppose and assassinate her.
- Foreign Catholic powers, such as Spain and France, were encouraged by the Pope to invade England and remove Elizabeth.
- The Elizabethan Church Settlement attempted to satisfy both Catholics and Protestants. It was largely successful and lasted for a decade. For example, the majority of Catholics desired peace and stability, and were generally unwilling to challenge the Queen or her government.
- The rebellion in the north was crushed and the rebel leaders were arrested and some executed. The royal forces proved too strong for the rebels.
- The government, both centrally and locally, was strong, stable, and staffed by men who were, largely, loyal to the Queen. Elizabeth remained on the throne for 45 years.
- The post-Reformation Church was in no state to oppose or undermine the Queen and her religious policies. For the most part it remained loyal to the Protestant ethos propounded by the queen.

© WJEC CBAC Ltd.

0 2 **Examine the impact of political and religious radicalism on Wales and England during the period from 1642 to 1660.** **[30]**

Candidates will offer an appraisal of the impact of political and religious radicalism on Wales and England. They will demonstrate knowledge of the activities and beliefs of the radicals, analysing them and weighing up their impact. If other areas of radicalism – or other issues that had an impact on Wales and England – are discussed, these must be limited to comparative factors that serve to illuminate the impact of political and religious radicalism. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The political influence of radical groups was strong in the early 1650s, for example, the Fifth Monarchists' opposition to the Rump Parliament contributed to its dismissal and they influenced Cromwell into establishing the Nominated Assembly. The rising of 1657, which was led by the Fifth Monarchist Thomas Venner, demonstrates how radical movements had grown.
- The spread and impact of radical political and religious ideas was broad and included the Levellers, Ranters, Diggers and Fifth Monarchists. Political and religious ideas were promoted in pamphlets produced by various groups such as the Puritans and Quakers.
- The dissemination of tracts that had been banned led to free discussion and publication of radical ideas.
- The chaos of war and the stability established by the Commonwealth enabled Puritans to shape the established Church to their beliefs. The Act for the Better Propagation and Preaching of the Gospel in Wales led to an increase in preachers and in educational opportunities.
- The Putney debates and the rise in Leveller influence in the New Model Army led to it becoming a political movement that called for extended suffrage, equality before the law and religious toleration.
- The Anglican Church endured and survived the period to become the national or state Church after the Restoration in 1660. Anglican forms of worship were restored.
- The influence of science and the scientific revolution led to intellectual inquiry and a more challenging environment; religious beliefs and ideas were increasingly questioned or challenged.
- The more radical movements had a limited shelf life and they did not survive much beyond 1660. In contrast, the Baptists and Quakers became well established, endured and outlived groups such as the Levellers and Ranters.

© WJEC CBAC Ltd.

0 3 **To what extent was dissatisfaction with the rule of Oliver Cromwell responsible for the restoration of the monarchy in 1660? [30]**

Candidates will offer an appraisal of the extent to which dissatisfaction with the rule of Oliver Cromwell was responsible for the restoration of the monarchy. They will demonstrate knowledge of the named issue, analysing it and weighing up its significance. Where relevant, this will be done in the context of other issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Cromwell's ruthless personality, with little time for criticism nor contrary or opposing views and opinions, added to the growing dissatisfaction with his rule.
- There was a growing disenchantment with republicanism in general and Cromwell's increasingly autocratic rule in particular.
- The military approach to civilian government adopted by Cromwell in the guise of the Major Generals was unpopular. The misrule of some of the Major Generals, added to their low social class, caused widespread resentment of Cromwell's rule which led to a yearning for kingship.
- The enforcement of unpopular radical religious beliefs and the disregard for Parliament turned many people against Cromwell.
- The weak rule of Richard Cromwell after the strong rule of Oliver Cromwell led to a power vacuum and a demand for the return of the perceived stability of kingship.
- There was a rising resentment at the power of the army and a growing distaste for radicalism, both political and religious.
- A general weariness had set in which encouraged a desire for change, allied to the attraction of a young dynamic king at the head of government.
- Royalist pressure for restoration grew steadily during the 1650s and it included dissatisfied army officers such as General Monck. These were men of influence with the power, backed by the army, to enact and enforce change.

© WJEC CBAC Ltd.

0 2 **"Social reforms were influenced mainly by the work of the Earl of Shaftesbury." Discuss with reference to the period from 1833 to 1848. [30]**

Candidates will offer an appraisal of the reasons for and nature of the social reforms of the period. They will demonstrate knowledge of the work of Lord Ashley, the Earl of Shaftesbury, analysing it and weighing up its significance in the context of other issues of influence. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Shaftesbury's influence is central to the issue of factory reform, and he is a significant figure in the great debates of 1832–1833 (as Ashley at that time) leading to the legislation of 1833.
- His continuing influence is underlined by the long campaign for a ten-hour day and the legislation of 1844 and 1847 (although Fielden has some claim to have been more influential here). Some historians have pointed to Shaftesbury's lack of concern about his labourers on his lands in Dorset as a contrast to his campaigning vigour about the industrial areas.
- Further evidence of Shaftesbury's humanitarian influence can be adduced from the campaigns about mines reform, the employment of young chimney sweeps and climbing boys, and the foundation of Ragged Schools.
- Conversely, the considerable influence of the utilitarians was exemplified by the influence of Chadwick's reports on the Poor Law and public health, the legislation on both in 1834 and 1848 – and the continuing relevance of investigation – centralized control and inspection. Utilitarian influence in the Factory Commission 1832–1833 is clear and evident in the subsequent, very precise, legislation on factory working hours and practices.
- The long-standing tradition of radical interest in educational reform was confirmed by Roebuck in the 1833 grant, its renewal in later years, and by the attempt to graft educational provision on to factory legislation.
- Kay-Shuttleworth's educational and public health reform programmes provided an alternative route through local reform and was also profoundly influenced by utilitarian beliefs.
- The influence of laissez-faire attitudes in the debates about hours of work show another important perspective as did the "Condition of England" debate popularized by Carlyle.
- Other humanitarian reformers worthy of discussion include Sadler and Oastler. More generally, the influence of evangelicalism and the important concept of an age of improvement can be assessed.

© WJEC CBAC Ltd.

0 3 **"The Anti-Corn Law League was the most successful popular protest movement between 1832 and 1848." Discuss. [30]**

Candidates will offer an appraisal of popular protest movements. They will demonstrate knowledge of the Anti-Corn Law League, analysing it and weighing up its significance in the context of other issues of influence. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The Anti-Corn Law League could be seen as an operational success, pursuing a single defined aim in abolishing a controversial law and employing effective tactics both inside and outside Parliament to achieve it.
- The Corn Laws were repealed in 1846 and Peel generously acknowledged the influence of Cobden in the debates about the issue.
- The failure of the Chartist movement, the largest protest movement of the times, to achieve its political aims was a powerful contrast to the success of the League.
- Other points of contrast could include the failures of the early trade union movement, the collapse of the Grand National Consolidated Trade Union (GNCTU) and the reaction to the Tolpuddle case.
- It could be argued that the Chartist movement had influenced the social and economic reforms of governments and thus had an impact on the "Condition of England" debate.
- The Rebecca Riots drew attention to rural poverty and achieved some modest reforms after 1843.
- The partial success of the Factory Movement, especially the Short Time Committees, in influencing the debates on working conditions in parliament has been documented, while the Anti-Poor Law movement had some success in limiting the operation of the new law in the northern industrial districts.
- The effect of popular protest in securing the passage of the Reform Bill in 1832 could also be discussed as a synoptic element.

© WJEC CBAC Ltd.

0 2 **How successfully did the governments of the period from 1918 to 1929 deal with the economic problems they faced? [30]**

Candidates will offer an appraisal of governments' efforts to deal with the economic problems they faced during the specified period. They will demonstrate knowledge of relevant economic problems, analysing and weighing up various governments' successes in dealing with those economic problems. While it is not required by the question, if candidates elect to include problems of a non-economic nature, or the efficacy with which governments handled other areas of concern, this may only be done to illuminate the level to which they were successful in dealing with economic problems. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Following the war there was a period of economic boom and the "big" industries did very well in part due to government support of them and their handling of returning soldiers.
- Returning to the pre-war gold standard rate in 1925 was of benefit to the financial institutions of London as debts to the US were now less expensive and currency trading boomed.
- Government action during the General Strike can be seen as a firm response to an economic crisis in the mining Industry
- There was a declining world economic situation and Britain fared much better than most countries which suggests success when compared to countries such as Germany and the US.
- Government failure to manage the approach to the gold standard following the war prevented the possible stimulation of trade and exports, and interest rates had to remain high to accommodate this.
- The eventual return to the pre-war gold standard rate in 1925 was too little, too late and it was claimed that the pound became over valued and British exports became uncompetitive. This was one of the causes behind the General Strike of 1926.
- The loss of overseas markets, as well as those markets becoming more competitive and modern, was a constant problem that governments failed to address.
- Unemployment was higher than that in most countries in this period, and the economic policies tended towards a 'safety first' attitude rather than developing new ideas to stimulate the economy.

© WJEC CBAC Ltd.

0 3 **"The 1918 Education Act was the most important social reform during the period from 1918 to 1939." Discuss. [30]**

Candidates will offer an appraisal of the 1918 Education Act as an important social reform during the period from 1918 to 1939. They will demonstrate knowledge of what the Act sought to achieve and of its impact as a social reform, analysing and weighing up its effects in the context of other issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Developments in education generally give children a better of advancement in life.
- Raising the school leaving age to 14 and giving young workers the right to one day off a week for education was a step in the right direction as it meant there was the offer of education for all.
- The Act compelled Local Education Authorities (LEAs) to provide better education and also look after the health and physical condition of children, which would have benefits beyond that of education.
- The Act also meant that all schools would now be open to inspections, which meant the regulation of education standards.
- The Act was not fully implemented and there were very few additional developments in education during this period. The 1936 Education Act proposed raising the school leaving age to 15 in 1939. Due to the war, it was never implemented. The 1944 Act raised it to 15 – for implementation in 1947.
- Developments in housing such as the Wheatley or Greenwood Acts, or health, such as the formation of the Ministry of Health or the Free School Meals Act, may be considered to have been more important social reforms given their effects on health and well-being.
- Laws increasing the rights of women such as the Laws of Property Act or the Matrimonial Clauses Act, may also be considered to be the most important social reforms in the period.
- Socially, people had more leisure opportunities as a result of reforms such as the Holiday Pay Act, and the increase interest in sport, cinema attendance and radio may also be considered.

© WJEC CBAC Ltd.