

Mark Scheme (Results)

Summer 2014

GCE History (6HI03/B)

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **GCE History Marking Guidance**

### **Marking of Questions: Levels of Response**

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### **Deciding on the Mark Point Within a Level**

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### **Assessing Quality of Written Communication**

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

## Unit 3: Generic Level Descriptors

### Section A

**Target: AO1a and AO1b (13%)**

**(30 marks)**

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 3-4 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 9-10 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed.</p>
3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in</p>

		<p>places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 15-16 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 21-22 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed.</p>
5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed, but material is less convincing</p>

		<p>in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 27-28 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed.</p>
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*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

### **Note on Descriptors Relating to Communication**

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

## Section B

### Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

### AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 1: 1 mark</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 3 marks</b> The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 4 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 5 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p>

		<p><b>High Level 2: 6 marks</b> The qualities of Level 2 are securely displayed.</p>
3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p><b>Low Level 3: 7 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 8-9 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 10 marks</b> The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and – as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p><b>Low Level 4: 11 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 12 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 13 marks</b> The qualities of Level 4 are securely displayed.</p>
5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate</p>

	<p>and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p><b>Low Level 5: 14 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 15 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 16 marks</b> The qualities of Level 5 are securely displayed.</p>
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**AO2b (24 marks)**

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-9 marks</b> The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p><b>Low Level 3: 10-11 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 12-14 marks</b> The qualities of Level 3 are securely displayed.</p>
4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully</p>

		<p>developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p><b>Low Level 4: 15-16 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 17-19 marks</b> The qualities of Level 4 are securely displayed.</p>
<b>5</b>	<b>20-24</b>	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p><b>Low Level 5: 20-21 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 5: 22-24 marks</b> The qualities of Level 5 are securely displayed.</p>

*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

### Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
<b>Section A Q</b>	30	-	30
<b>Section B Q</b>	16	24	40
<b>Total Marks</b>	<b>46</b>	<b>24</b>	<b>70</b>
<b>% weighting</b>	<b>20%</b>	<b>10%</b>	<b>30%</b>

## Section A

### B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
1	<p>Candidates should have knowledge of the failures and successes of the Directory (1795-99). Features which support the failure argument might include: the 'checks and balances' constitution led to political paralysis; attempts to restore the Treasury's finances were not successful (e.g. the value of the <i>assignat</i> collapsed, the new currency became worthless and the introduction of indirect taxes was unpopular); <i>rentes</i> lost value which left bourgeois investors disaffected; it was unable to maintain stability and support (e.g. Babeuf's Conspiracy of Equals (1796), the Coup of Fructidor (1797), the Coup of Floreal (1798) and the Coup of Brumaire (1799)). Features which challenge the failure argument might include: the Directory prevented total financial collapse, partly due to the booty from war; the constitutional arrangements prevented the concentration of power and avoided the extremism of 1793-94; the success of military campaigns abroad e.g. Italy (1796) and Switzerland (1798).</p> <p>At Levels 1 and 2 candidates will provide either only simple or more developed statements about the Directory with either only implicit reference to 'complete failure' or argument based on insufficient evidence. At Level 3, students should provide a broadly analytical response related to the 'complete failure' of the Directory but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the Directory's failure/success with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation, leading to an overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should know about the reasons for the collapse of the Bourbon Restoration in 1830. Features which support the argument that the collapse was primarily due to the influence of royalist extremists (the Ultras) might include: they rejected liberal reform and wanted a return to the <i>ancien regime</i> (e.g. remove the charter and parliament, return land to the aristocracy and the church, purge the civil service and local government of Napoleonic officials); the influence of the royalist extremists increased following the Duc de Berri's assassination (1820) and this progressively alienated the <i>pays legal</i> (e.g. the chamber was dominated by the Ultras, Ultra ministers were appointed (Villele, Polignac, La Bourdonnaye), the 1825 law to compensate the <i>emigres</i>, preferential treatment for nobles in the army and the administration); the ailing Louis XVIII was too weak to resist the royalist extremists' demands and Charles X, a former Ultra leader, endorsed their programme. Other arguments might include: Charles X's actions generated widespread popular discontent (e.g. the Law of Sacrilege and extending Catholic control over education, growth of censorship, and altering the electoral system, culminating in the Four Ordinances of St. Cloud (1830)); the growth of liberal and republican opposition to Bourbon rule (e.g. liberal majority in the chamber after 1829 elections, Carbonarist secret societies and student socialist groups in Paris); the impact of the economic downturn after 1826 (e.g. working class wages in Paris fell by up to 30-40 per cent and poor harvests resulted in dearer bread).</p> <p>At Levels 1 and 2 candidates offer simple or more developed statements about the Bourbon Restoration with either only implicit reference to royalist extremist influence or argument based on insufficient evidence. At Level 3, candidates should provide a broadly analytical response relating to the influence of the royalist extremists but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the influence of the royalist extremists in bringing about the collapse of the Bourbon Restoration with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed, with well selected information and a sustained evaluation, leading to an overall judgement.</p>	30

## B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
3	<p>Candidates should have knowledge of the impact of the French Revolution on government policy, popular loyalism and radical protest in Britain. Features which suggest that the main effect was to encourage ferocious government repression might include: Pitt's 'Reign of Terror' was a response to the perceived threat of the French Revolution and to the fact that from 1793 Britain was at war with France; this 'reign of terror' took the form of (1) intimidation (urging magistrates to discourage local radical activity, widespread use of spies and informers, and the trials of prominent radicals such as Muir, Hardy and Horne Tooke), (2) legislation e.g. suspension of Habeas Corpus (1794), the 'Two Acts' (1795) and the Combination Laws (1799-1800) and (3) conservative propaganda e.g. <i>The Oracle</i> and <i>The True Briton</i>; the vast majority in Parliament quickly opposed the development of the French Revolution; many of the new radical societies influenced by the French Revolution (e.g. the LCS and the Sheffield Society for Constitutional Information) were run by moderate leaders who had limited aims and feared social revolution. Features which suggest that the growth of popular loyalism was the main effect might include: lower class rioting and protests against radical threats to traditional society; the emergence of popular loyalist associations in the 1790s; the activities of the 'Church and King' clubs e.g. the disturbances in Birmingham (1791) and Manchester (1792); the impact of the so-called 'Reeves Associations', originally established in 1792, which mobilised men of property and had nearly 2000 branches. Features which suggest that radical protest was the main effect might include: the French revolution stimulated mass extra-parliamentary radical protest – by the mid-1790s about 80 new political clubs and societies had been formed, many of which involved artisans and tradesmen; the radical struggle in the 1790s created a lasting legacy of dissent; the plan to establish a National Convention (1793) in Edinburgh; the limitations of government repression which helped to create a revolutionary underground after 1795 (e.g. the United Societies, the naval mutinies of 1797).</p> <p>At Levels 1 and 2 candidates will provide either only simple or more developed statements about ferocious government repression with either only implicit reference to the main effect or argument based on insufficient evidence. At Level 3, students should provide a broadly analytical response related to the main effect of the French Revolution but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the main effect of the French Revolution with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation, leading to an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of the impact the reconstruction of Lord Liverpool's cabinet (1822) had on Tory policy. Features which support the argument that cabinet changes led to a new direction in Tory policy might include: the cabinet changes promoted younger and more progressive men who pursued more 'liberal' policies (e.g. Peel, Robinson and Huskisson); economic policies under Huskisson and Robinson promoted free trade and lower tariffs e.g. the Reciprocity Act (1823) and the reduction of import duties; Peel pursued 'enlightened' social policies e.g. repeal of the Combination Laws (1824), reform of the Penal Code, and creation of the Metropolitan Police Force (1829). Candidates may also point out the symbolic importance of Canning taking over from Castlereagh but they are not required to consider foreign policy issues. Features which support the argument that the cabinet changes did not lead to a new direction in Tory policy might include: the 'new men' had all held ministerial positions during the 'reactionary' period of Tory government before 1821; several of the 'liberal' measures were already in the government 'pipeline' during the 'reactionary' period (e.g. the economic work of Vansittart and Wallace); some of the post-1821 measures were hardly enlightened e.g. 1825 Amendment Act restricting trade unions; the Tory government under Liverpool continued to avoid controversial issues e.g. Catholic Emancipation and parliamentary reform.</p> <p>At Levels 1 and 2 candidates will provide either only simple or more developed statements about Tory policy in the 1820s with either only implicit reference to the influence of the cabinet changes or argument based on insufficient evidence. At Level 3, students should provide a broadly analytical response related to the extent to which cabinet changes led to a new direction in Tory policy but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the extent to which cabinet changes led to a new policy direction with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation, leading to an overall judgement.</p>	30

## Section B

### B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
5	<p>Source 1 supports the view that the war was the polarising issue which undermined the constitutional monarchy in France. It maintains that the war weakened the King's position by (1) linking the survival of the Revolution with a successful military outcome (2) stigmatising his vetoes of measures against refractories and emigres (3) identifying Louis XVI with the enemy e.g. Prussian threat to destroy Paris if the King was harmed. Source 2, in contrast, emphasises the impact of economic problems (e.g. shortage of money, collapse of business confidence etc.) and the growth of popular protest and radicalism, particularly in Paris. In Source 3, the impact of Louis XVI's dislike of political reform and the Flight to Varennes are considered. According to the extract, the latter, for many, exposed the King as an outright enemy of the Revolution.</p> <p>Candidates' own knowledge of the reasons for the downfall of the constitutional monarchy should be added to the source material and might include: the impact of the war with Austria and Prussia e.g. the Brunswick Manifesto and fears that Louis would use the conflict to reinstate absolute monarchy; Louis XVI's own actions e.g. increasingly unwilling to accept the Constituent Assembly's wishes, the disastrous consequences of the 'Flight to Varennes' (1791), vetoed measures against émigré nobles and refractory priests, and dismissed Girondin ministers; the role of the Cordeliers Club and the fraternal and popular societies in mobilising and politicising the Parisian sans-culottes against all forms of privilege e.g. the <i>journées</i> of June and August 1792.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements. At Level 3 a clear conclusion about reasons for the downfall of the constitutional monarchy will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which the downfall of the constitutional monarchy was due to the war. At Level 5, candidates will present a reasoned judgement about the role played by the war in the downfall of the constitutional monarchy. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

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6	<p>Source 4 gives candidates material to support the argument about French military 'overstretch' by arguing that the development of total war (1) extended the European theatres of conflict (2) increased the size of the battles. Candidates may also note that these trends undermined Napoleon's personal control at a time when his abilities were starting to decline. Source 5 focuses on the contradictions of the Continental System which relied for its economic effectiveness on continued conquest. This generated growing hostility in Europe and intensified British opposition to the Empire. Source 5 may be cross-referenced with Source 4 to develop the 'overstretch' argument. Source 6 contends that the French defeat at the Battle of Leipzig had a major detrimental impact on the Empire. Napoleon's only hope after this military engagement was allied disunity but British diplomatic activity kept the Fourth Coalition together to pursue overall victory against the Empire. Candidates may note that this can be linked to Source 4.</p> <p>Candidates' own knowledge of other reasons for the decline of the French Empire between 1807 and 1814 should be added to the sources and may include: decline in Napoleon's own generalship e.g. Spain (1808) and Russia (1812); decline in the size and quality of French armies in later years (e.g. greater reliance on raw recruits from the Empire and the satellite states); improvement in the generalship and organisation of Napoleon's enemies (e.g. Prussian military reorganisation under Scharnhorst after the defeat at Jena (1806); growing economic problems (due to the failures of the Continental System, loss of manpower and lack of industrialisation ) undermined the French war effort; British industrial and naval strength ensured that the allies were supplied to continue the fight against France.</p> <p>At Levels 1 and 2 responses are likely to sift the evidence with some cross-referencing, and at Level 2 link to own knowledge for valid statements. Level 3 answers will reach a conclusion probably recognising that the argument is not all about French military overstretch and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. For Level 4, look for sustained argument on the relative merits of the stronger enemies/French weaknesses arguments. At Level 5, candidates will sustain their argument about the relative importance of French military overstretch on the basis of precisely selected evidence from both sources and own knowledge, and offer an overall judgement.</p>	40

**B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830**

Question Number	Indicative content	Mark
7	<p>Source 7 broadly supports the view that Britain was close to revolution during these years. As evidence, it points to the growth of radicalism, the Peterloo disturbance and the Cato Street Conspiracy. Candidates might note that the extract also points to political and economic constraints on revolutionary activity. Source 8 offers a nuanced assessment of the prospects for revolution between 1815 and 1820. On the one hand, it highlights the existence of a revolutionary underground tradition and argues that government repression increased popular discontent. On the other, it concludes that the revolutionaries lacked leadership, vision and ideology. Source 9 emphasises the factors preventing revolution during these years – radicals rejection of the French Revolution ‘model’, the stabilising effects of the victory over France, and the loyalty of the armed forces.</p> <p>Candidates’ own knowledge of the ‘brink of revolution’ controversy should be added to the evidence of the sources and may include: the volume of radical activity in the years 1815-20 suggests a potentially revolutionary atmosphere; there were attempted uprisings – the second Spa Fields meeting (1816), the Pentrich Rebellion (1817) and the Cato Street Conspiracy (1820); popular protest in 1815-16 was motivated by economic distress rather than by political objectives e.g. anti-Corn Law rioting and Luddism; relatively few people were committed to revolutionary activity; government action easily contained the ‘revolutionary’ threat e.g. the Six Acts (1819).</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge. At Level 3 a clear conclusion will be reached about the extent to which Britain was on the brink of revolution and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative strength of the arguments for and against on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 5, candidates will sustain their argument about the extent to which Britain was on the brink of the revolution between 1815 and 1820 and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
8	<p>Source 12 offers support for the view that, during this period, 'average' working class living standards remained low as national wealth increased and other classes improved their economic position. In psychological terms, therefore, many workers perceived that their living standards had declined. Source 11, in contrast, makes a more optimistic assessment of working class living standards. It notes that regular employment and the expansion of factory production increased consumption and lowered the price of textiles and food items. Source 10 puts forward a more nuanced picture which can be used to support both sides of the argument. On the one hand, it asserts that there is some evidence for a rise in real wages after 1790. On the other, it acknowledges that economic change brought negative environmental, health and psychological consequences for workers which had an impact on living standards.</p> <p>Candidates' own knowledge of labouring class living standards between 1780 and 1830 should be added to the source material and might include: the period experienced extreme economic fluctuations e.g. the impact of the wars with France (1793-1815) and the depressions of 1815 and 1819; different workers were affected in different ways e.g. unskilled and semi-skilled workers (particularly agricultural labourers) were the worst affected and skilled workers fared best; the psychological impact and displacing effects of the factory system/industrialisation; trends in real wages and consumption levels; the impact of population growth on living standards.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements. At Level 3 a clear conclusion about labouring class living standards in terms of decline or improvement will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which labouring class living standards experienced a decline during this period. At Level 5, candidates will present a reasoned judgement about how far a decline was experienced. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

