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Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in 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**	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. 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. **Low Level 1: 1-2 marks** The qualities of Level 1 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 1: 3-4 marks** The qualities of Level 1 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 1: 5-6 marks** The qualities of Level 1 are securely displayed.
2	**7-12**	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. 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. **Low Level 2: 7-8 marks** The qualities of Level 2 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 2: 9-10 marks** The qualities of Level 2 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 2: 11-12 marks** The qualities of Level 2 are securely displayed.
3	**13-18**	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 places. Factual material will be accurate, but it may not consistently display depth and/or relevance. 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.

		Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 3: 15-16 marks** The qualities of Level 3 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 3: 17-18 marks** The qualities of Level 3 are securely displayed.
4	**19-24**	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. 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. **Low Level 4: 19-20 marks** The qualities of Level 4 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 4: 21-22 marks** The qualities of Level 4 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 4: 23-24 marks** The qualities of Level 4 are securely displayed.
5	**25-30**	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. 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. **Low Level 5: 25-26 marks** The qualities of Level 5 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 5: 27-28 marks** The qualities of Level 5 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 5: 29-30 marks** The qualities of Level 5 are securely displayed.

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**	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. 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. **Low Level 1: 1 mark** The qualities of Level 1 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 1: 2 marks** The qualities of Level 1 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 1: 3 marks** The qualities of Level 1 are securely displayed.
2	**4-6**	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. 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. **Low Level 2: 4 marks** The qualities of Level 2 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 2: 5 marks** The qualities of Level 2 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 2: 6 marks** The qualities of Level 2 are securely displayed.

3	**7-10**	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. 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. **Low Level 3: 7 marks** The qualities of Level 3 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 3: 8-9 marks** The qualities of Level 3 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 3: 10 marks** The qualities of Level 3 are securely displayed.
4	**11-13**	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. 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. **Low Level 4: 11 marks** The qualities of Level 4 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 4: 12 marks** The qualities of Level 4 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 4: 13 marks** The qualities of Level 4 are securely displayed.
5	**14-16**	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 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. 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. **Low Level 5: 14 marks** The qualities of Level 5 are displayed, but material is less convincing in its range/depth **and** the quality of written communication does not conform. **Mid Level 5: 15 marks** The qualities of Level 5 are displayed, but material is less convincing in its range/depth **or** the quality of written communication does not conform. **High Level 5: 16 marks** The qualities of Level 5 are securely displayed.

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

Note on Descriptors Relating to Communication

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AO2b (24 marks)

Level	Mark	Descriptor
1	**1-4**	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. **Low Level 1: 1-2 marks** The qualities of Level 1 are displayed, but material is less convincing in its range/depth. **High Level 1: 3-4 marks** The qualities of Level 1 are securely displayed.
2	**5-9**	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. 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. **Low Level 2: 5-6 marks** The qualities of Level 2 are displayed, but material is less convincing in its range/depth. **High Level 2: 7-9 marks** The qualities of Level 2 are securely displayed.
3	**10-14**	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. 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. **Low Level 3: 10-11 marks** The qualities of Level 3 are displayed, but material is less convincing in its range/depth.

		High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.
4	**15-19**	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. 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 developed. Reaches and sustains a conclusion based on the discriminating use of the evidence. **Low Level 4: 15-16 marks** The qualities of Level 4 are displayed, but material is less convincing in its range/depth. **High Level 4: 17-19 marks** The qualities of Level 4 are securely displayed.
5	**20-24**	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. **Low Level 5: 20-21 marks** The qualities of Level 5 are displayed, but material is less convincing in its range/depth. **High Level 5: 22-24 marks** The qualities of Level 5 are securely displayed.

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
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	**46**	**24**	**70**
% weighting	**20%**	**10%**	**30%**

Section A

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

Question Number	Indicative content	Mark
1	This question addresses the reasons for the collapse of absolute monarchy in France and offers as the stated factor the actions and personality of Louis XVI. Features which support the statement in the question might include: the King's detachment from, and indifference to, the real world; his high-handed actions and subsequent climb-downs made him appear ridiculous (e.g. exiling the Paris Parlement in 1788 and calling up the troops in 1789); he was indecisive (e.g. he failed to support ministers' reform schemes in 1788 until it was too late and he failed to rule on voting procedure in June 1789); Louis XVI also called the Estates General (May 1789) with no real preparation and manipulation concerning its selection, and demonstrated a marked lack of leadership when it met; his marriage to Marie-Antoinette, who was regarded as frivolous, unprincipled and immoral, did little for the reputation of the monarchy. Clearly other factors will be considered and might include: the intellectual challenge posed by the Enlightenment with the *philosophes*' criticism of aspects of the *ancien regime*; the influence of the American War of Independence; the grievances of the key social groups – the nobility, the bourgeoisie, the peasantry and the urban workers; the impact of the economic crisis of 1788-89 and the apparently intractable financial problems of the French monarchy in the 1770s and 1780s. At Level 5, there will be sustained analysis of the King's actions and personality with a reasoned judgement on 'how far'. The answer will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the King's actions and personality with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis related to the King's personality and actions but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, responses will provide either only simple or more developed statements about the collapse of the absolute monarchy with either only implicit reference to Louis XVI's actions and personality or argument based on insufficient evidence.	30

Question Number	Indicative content	Mark
2	Candidates should know about the extent of support for, and opposition to, the Bourbon Restoration during Louis XVIII's reign. Features which support the argument that the King failed to gain widespread support for the Bourbon monarchy between 1815 and 1824 might include: early attempts to create broad-based government effectively ended with the assassination of the Duc de Berri (1820) which hardened Ultra/liberal and noble/non-noble divisions; Louis XVIII's background and attitudes (e.g. raised in the ancient regime court, insisting on dating the reign from 1795, belief in the divine right of kings etc) helped to weaken his position; presentational issues (such as the replacement of the French *tricolor* with a white Bourbon flag and noble reform of the household guard) aroused suspicion; several opposition groups – the Bonapartists, the Liberals and the Republicans – either rejected the Bourbon monarchy or provided limited or temporary support. Features which challenge the argument in the question might include: the Bourbon monarchy was generally viewed as an effective political compromise in France after Napoleon's defeat; the nobility (distinct from the Ultras) proved to be a natural support for Louis XVIII's regime and the Catholic Church enthusiastically endorsed the return of the Bourbons; the King also received the backing of the *pays legal* (mainly bourgeois property owners) who saw the regime as a guarantee of prosperity and stability; the peasants were also supportive, mainly due to Bourbon acceptance of their newly-acquired land and the restoration of the Catholic Church; Louis XVIII presided over an economic recovery (e.g. food supplies were stabilised, finances reorganised and the war indemnity was paid off) which provided a degree of political stability. At Level 5, 'how far' the candidate agrees with the proposition that Louis XVIII failed to gain widespread support for the Bourbon Restoration (1815-24) will be explicitly addressed and sustained. The answer will provide a sustained analysis with well selected information and a sustained evaluation. At Level 4, there will be analysis of the extent to which Louis XVIII failed to gain widespread support with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis relating to the level of support for the Bourbon monarchy in the years to 1824 but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates offer simple or more developed statements about the Louis XVIII's reign with either only implicit reference to levels of support or argument based on insufficient evidence.	30

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

Question Number	Indicative content	Mark
3	Candidates should have knowledge of the extent and impact of radical protest in Britain in the 1790s. Features which support the statement in the question might include: the influence of the French revolution which 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). Features which challenge the statement might include: there is little evidence that moderate reform societies attempted to exploit economic dislocation and labouring class discontent even after 1793 when the economic and social strains of war became more apparent; although some members of the radical underground (e.g. the United Societies) recognised the value of exploiting discontent, they were too marginalised and isolated to make any significant impact; an important trigger of revolutionary activity – widespread and generalised economic discontent – was largely missing from Britain in the 1790s; patriotism and victories in the war against France maintained British morale (e.g. Cape St. Vincent (1797), Camperdown (1797) and the Nile (1798)); anti-radical developments in the 1790s (e.g. the introduction of repressive government policies and the growth of popular loyalism) helped to marginalise the threat of revolution in Britain. ; anti-radical developments in the 1790s (e.g. the introduction of repressive government policies and the growth of popular loyalism) helped to marginalise the threat of revolution in Britain. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation. The response will offer a sustained analysis of the revolutionary threat in Britain in the 1790s. At Level 4, there will be analysis of the revolutionary threat in Britain in the 1790s with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis related to the revolutionary threat posed by radical activity in the 1790s but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will provide either only simple or more developed statements about radical activity in the 1790s with either only implicit reference to the revolutionary threat or argument based on insufficient evidence.	30

Question Number	Indicative content	Mark
4	Candidates should have knowledge of the major Tory measures between 1822 and 1830 and the extent to which they may be regarded as conservative or enlightened in nature. Features which support the statement in the question might include: many of Peel's reforms as Home Secretary can be seen as conservative rather than enlightened (e.g. the 1823 Gaols Act made prison administration more uniform and efficient not more humane); the 1825 Amendment Act restricted the activities of trade unions; the Tory governments of the period continued to take a conservative view of important issues e.g. rejection of Catholic Emancipation (under Liverpool) and parliamentary reform. Features which challenge the statement might include: liberal economic policies under Huskisson and Robinson which 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) and reform of the Penal Code (1823) and criminal law (1825-28); under Wellington and Peel's leadership, the Tory government presided over the passage of the Catholic Emancipation Act (1829). At Level 5, the response will offer a sustained analysis related to the extent to which the Tory approach to government was conservative or enlightened. 'How far' will be central in the answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the extent to which the Tory approach to government was conservative or enlightened with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis related to the extent to which the Tory approach to government was conservative or enlightened but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will provide either only simple or more developed statements about Tory measures in the years 1822-30 with either only implicit reference to 'conservative' or 'enlightened' or argument based on insufficient evidence.	30

Section B

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

Question Number	Indicative content	Mark
5	Source 1 supports the statement in the question by noting that, although outwardly 'endorsing' the revolution on issues such as the constitution and war, Louis XVI was privately scheming to strengthen his position. The extract also makes the point that the King offered sporadic resistance to revolutionary measures such as the law calling for the execution of emigres. Source 2, in contrast, emphasises the impact of the war and the popular response to the crisis which undermined both the Crown and the government. Candidates should note, however, that these issues, and the disputes between the King and the deputies mentioned in the extract, can be used to support the line of argument taken in Source 1. Source 3 focuses on the destabilising effects of France's economic problems in the early 1790s which fuelled popular discontent (e.g. poor harvests, shortage of imported goods, rising prices, declining value of the assignat, and mounting unemployment). Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. Louis XVI's actions, the growth of popular discontent, the impact of war etc.). Candidates' own knowledge of the reasons for the downfall of the constitutional monarchy should be added to the source material and might include: 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 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; 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 *journees* of June and August 1792. At Level 5, candidates will present a reasoned judgement about the role played by the King's reluctance to accept limitations on his royal power in the downfall of the constitutional monarchy. Here the response will be informed by precisely selected evidence from both sources and own knowledge. 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 Louis XVI's reluctance to accept limitations on his royal power. This will be based on confident use of the presented sources and good understanding of the issues under debate. 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 Levels 1and 2, most candidates will see differences in the arguments produced by the sources, and at Level 2 link to own knowledge for valid statements.	40

Question Number	Indicative content	Mark
6	Source 4 gives candidates material to support the argument about growing foreign opposition to the French Empire by arguing that (1) Napoleon's demands on his allies bred a desire for revenge (2) the Continental System became a major source of grievance (3) Napoleon's uncompromising pursuit of French interests eventually produced a coalition capable of defeating him. Source 5, in contrast, focuses on the negative impact of Napoleon's Russian campaign. The extract highlights the losses sustained and the inability to keep the Grand Army supplied but candidates should also note that this military failure mobilised further opposition to the French Empire. Source 6 contends that Napoleon's preoccupation with the Continental System had a detrimental impact on the Empire because (1) it encouraged smuggling which benefited the British (2) the self-interested nature of the system led participants to reject it (3) it led to Napoleon's disastrous campaigns in Spain and Russia. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. growing foreign opposition, the failure of the Continental System, the Russian campaign of 1812 etc.). 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: 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; 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). At Level 5, candidates will present a reasoned judgement about the relative importance of growing foreign opposition in the collapse of the French Empire (1807-14) Here, the response will offer a sustained argument which will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which the collapse of the French Empire was due to growing foreign opposition. This will be based on confident use of the presented sources and good understanding of the issues under debate. Level 3 answers will reach a conclusion probably recognising that the argument is not all about growing foreign opposition and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. 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.	40

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

Question Number	Indicative content	Mark
7	Source 7 supports the view in the question by emphasising that popular unrest was socio-economic in origin rather than motivated by the desire for political revolution. It also makes the point that the Liverpool government (1) had some sympathy for 'justified' grievances and (2) introduced 'mild' measures to contain the discontent. This implies that the disturbances did not pose a significant political challenge. In support, Source 8 argues that popular unrest during this period stemmed from serious social and economic problems including demobilisation, unemployment, low wages, lack of social welfare and poor harvests. It also highlights the destabilising effects of technological advance, as revealed by the Luddite riots. Candidates should note, however, that, in addition, Source 8 does refer to growing criticism of the government due to increasing political awareness brought about by the expansion of the radical press. Source 9 challenges the view in the question by stressing that the Liverpool government (1) generated serious political opposition because of its self-interested actions over the Corn Laws and Peterloo (2) uncovered various plots. Here, more perceptive candidates should note the role played by government spies and *agents provocateurs*, and that much of this anti-government discontent was sparked by poor economic conditions. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. the socio-economic roots of much popular discontent, the growth of popular radicalism etc.). Candidates' own knowledge of the extent of the challenge to the political system in the years 1815-1820 should be added to the evidence of the sources and may include: the role of economic distress (e.g. financing the wars against Napoleon, adjusting to peacetime conditions, passing the 1815 Corn Law and the abolition of income tax (1816)); population growth and the extent of poverty; the impact of industrialisation; the emergence and influence of the radical press (e.g. Cobbett, Baines, Wooler and Sherwin); the activities of the Hampden Clubs and Union Societies; Henry Hunt's mass meetings between 1817 and 1819; plots to undermine the political system (e.g. the Pentrich rising (1817) and the Cato Street conspiracy (1820)); the extent to which government policy was based on the economic self-interest of the landed elite and heavy-handed responses to popular protest. At Level 5, candidates will sustain their argument about the extent to which popular unrest challenged the political system between 1815 and 1820. Here, the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the relative strength of the arguments for and against popular unrest challenging the British political system. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion will be reached about the extent to which popular unrest challenged the political system and the sources will be used with some confidence. At Levels 1and 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.	40

Question Number	Indicative content	Mark
8	Source 10 offers support for the view in the question by asserting that, during this period, the labouring classes secured important social and economic gains. The extract points to (1) improved conditions for women and children (2) the development of institutions designed to help the working class (3) rising literacy rates (4) a more civil society. Source 11 puts forward a more pessimistic perspective by arguing that living standards in this period cannot be measured simply in terms of food and clothing. Rather, the shift from one way of life to another has to be taken into account, and in this case, the social impact of the Industrial Revolution was 'inhuman'. Source 12 gives a more nuanced picture which can be used to support both sides of the argument. On the one hand, it maintains that some workers benefited economically from industrialisation (e.g. cotton 'mule spinners' and engineers) and that working class rates of pay remained largely stable between 1810 and 1830. On the other, the extract acknowledges that the handloom weavers were losers in this process. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. the social impact of industrialisation, the plight of handloom weavers, the economic benefits of industrialisation etc.). Candidates' own knowledge of the social and economic condition of the labouring classes 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; working class literacy rates; the growth of working class institutions and bodies. At Level 5, candidates will present a reasoned judgement about how far important social and economic gains were secured by the labouring classes. Here the response will offer a sustained argument and be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which labouring classes secured important social and economic gains during this period. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the labouring classes' social and economic gains will be offered and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.	40

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