



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2025**

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## **History**

**Assessment Unit AS 1**

**Historical Investigations and Interpretations**

**[SHY11]**

**WEDNESDAY 14 MAY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE History**.

Candidates should be able to:

- 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.
- AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Type of mark scheme***

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

**Level 2 (Satisfactory):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (Good):** The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 (High Standard):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Answer Question 1(a) or 1(b) and Question 2.

- 1 (a) Analyse why some groups and individuals opposed Henry VIII's religious policies in the period 1520–1547.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of why some groups and individuals opposed Henry VIII's religious policies in the period 1520–1547. Answers may refer to some general areas of opposition to Henry VIII's religious policies, such as opposition from the general population or from within the Church. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about why some groups and individuals opposed Henry VIII's religious policies in the period 1520–1547. Candidates make a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to why some groups and individuals opposed Henry VIII's religious policies in the period 1520–1547. They may observe that the Observant Franciscans and Carthusians openly opposed Henry's religious policies because of his break with Rome. Responses may note that Thomas More was critical of Henry's handling of his divorce and the issue of Royal Supremacy, tendering his resignation after the Submission of the Clergy. Both More and John Fisher, the Bishop of Rochester, were accused of being supporters of Elizabeth Barton, the Holy Maid of Kent. Barton had made outspoken criticisms of Henry's divorce from Catherine of Aragon and his subsequent marriage to Anne Boleyn, on one occasion even admonishing

the King in person. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

#### **Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the reasons why some groups and individuals opposed Henry VIII's religious policies in the period 1520–1547. Answers may note that the opposition to Henry VIII's religious policies was drawn from many different groups motivated by many different considerations. Opposition was articulated not only by leading churchmen but also some members of the Royal Court, as well as the gentry and the general population. In addition to issues such as Henry's divorce and his marriage to Anne Boleyn, the ending of Papal Supremacy and its replacement with Royal Supremacy, answers may refer to anger at the abolition of saints' days and fears about the imposition of new taxes on ceremonies such as marriages. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

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- (b) Analyse the Edwardian religious reforms introduced by Somerset and Northumberland in the period 1547–1553.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the religious reforms introduced by Somerset and Northumberland in the period 1547–1553. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

#### **Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis.

Responses will be more detailed and provide some coherent information about the religious reforms introduced by Somerset and Northumberland in the period 1547–1553. For example, it may be noted that the first major reform of this period was the introduction of the Book of Common Prayer in 1549. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to the religious reforms introduced by Somerset and Northumberland in the period 1547–1553. For example, the new Book of Common Prayer contained the first collection of daily prayers in the English language. It also outlined the style and form of church services for the Church of England. However, the first version made compromises with the more traditional, Catholic-leaning Church of England from Henry VIII's reign. For example, it kept altars in churches and robes for the clergy, but it did make sweeping changes to Church doctrine. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top-level answers will clearly analyse the religious reforms introduced by Somerset and Northumberland in the period 1547–1553. While Somerset and Northumberland were in political control during the reign of Edward VI, and were both committed Protestants, the real driving force behind religious change was the Archbishop of Canterbury, Thomas Cranmer. The Book of Common Prayer of 1549 was largely Cranmer's work, though it underwent a revision as early as 1552, with the new version expunging many of the Catholic elements in the original, such as prayers for the dead and the use of communion wafers. As with the first version of the Prayer Book in 1549, the revision was accompanied by an Act of Uniformity, mandating the use of the book in church services and listing the penalties to be enforced for non-attendance at church. The reforms of 1552 were the last major alterations to state religion in Edward VI's reign and would be among the first policies to be reversed by his successor, Mary I, in 1553. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

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- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the reasons for the Pilgrimage of Grace? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. For example, they may observe that the author is a lawyer and historian.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, Source 1 reveals that not only do the participants refer to their protest as a pilgrimage, but they also carry with them many religious symbols.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author of the source is potentially a strength, since, as a historian and lawyer, Hall seems to be well equipped for the task at hand. The source was published in 1548. This gives it value in that this is close enough to the actual events of the Pilgrimage of Grace, which occurred in 1536–1537, to be accurate. The mode, motive and audience arguably enhance the source: it is a published work intended to give an account of the Pilgrimage of Grace. The audience is the general public, many, if not most, of whom would have lived through this period of unrest. Candidates might note that the content of the source provides useful information for future historians as it mentions the stated aims of the 'pilgrims' – to protect the Church and address the question of widespread poverty, a particular issue in the North – and gives a quite detailed description of their apparel and appearance, which seemed to complement their stated goals.

**Level 4 ([16]–[20])**

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. It can be contended that, although the author of the source is potentially a strength because of his profession, it is obvious from the tone and language employed that he is not an objective commentator on these events and regards those taking part in the rising as deceitful. Another possible limitation, connected to the first one, is that if the stated aims and objectives of the insurgents are bogus, then what were

they really trying to achieve? The author leaves that question unanswered, other than a reference at the end of the source to ‘deceiving the simple and ignorant people’. Again, we are left with the question, deceiving them for what purpose? Candidates might conclude that what we have here is not a balanced history but a piece of propaganda in support of the Crown and its agents. The Pilgrimage of Grace was a challenge to the religious policy of Henry VIII, though the Northern rebels were careful never to criticise the King directly – their principal target was Henry’s chief minister, Thomas Cromwell. The main religious grievance of those who took part in the Pilgrimage was over the dissolution of the monasteries and, more generally, the progress of the English Reformation. The Holy Church they seek to defend is the Catholic Church. These matters are alluded to in the source but not openly stated, but they explain the use of religious imagery and symbols by the rebels, which Hall does not really explain. Further resentment was caused by attempts, again especially by Cromwell, to increase government control in the North, while there was also an element of agrarian opposition to enclosures for pasture – hence the reference to the King’s poor subjects. Poverty was more pervasive in the North than in other parts of the country, and the closure of the monasteries arguably only exacerbated the situation. In fact, the rising had originally broken out in Lincolnshire in October 1536, when Cromwell’s commissioners were attacked, but this phase of the rebellion fizzled out within a matter of weeks. The second phase, in Yorkshire, led by Robert Aske – which is the episode described in this source – was a much more serious affair, although the number of insurgents was probably closer to 30 000 than the 40 000 claimed by Hall. Candidates might conclude that the source does have value, primarily because of its content, but that it might have been even more useful had it not been for the prejudice of the author.

Any other valid material will be rewarded appropriately. [20]

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- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the enclosure movement in the period 1509–1549 do you find more convincing?

**This question targets AO3:** the candidate’s ability to analyse and evaluate, in relation to historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the enclosure movement in the period 1509–1549. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

**Level 2 ([8]–[14])**

Answers will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the enclosure movement in the period 1509–1549. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of the Tudor Times in Interpretation A and Glovinsky in Interpretation B. Interpretation A sees the Crown as opposed to enclosure because of its social impact. Glovinsky’s analysis in Interpretation B is significantly at variance with that of Interpretation A. Here, Henry VIII is seen as actively encouraging enclosure in order to strengthen his hold on power.

**Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the enclosure movement in the period 1509–1549. Answers at this level will display a good understanding of the historical context. Interpretation A begins by explaining why Henry VIII wished to stop – or at least limit – the enclosure movement. According to this interpretation, what motivated the Crown was a combination of empathy for the plight of those made unemployed and a pragmatic desire to maintain order in rural communities. The consequence was a series of Acts of Parliament and the creation of a Royal Commission to manage the enclosure ‘problem’. In stark contrast to the analysis of Interpretation A, Glovinsky argues in Interpretation B that, far from seeking to reduce or even reverse the enclosure of common land, Henry VIII actively employed this practice to consolidate his hold on the throne by reallocating former monastic lands to key members of the nobility and/or their families. This would invest these great lords in Henry’s rule and also in his religious revolution. But Interpretation B goes even further in its analysis by suggesting that the dissolution of the monasteries – a process managed by the King’s chief minister, Thomas Cromwell – was motivated solely by the desire to acquire Church land and redistribute it to the great landowners of the kingdom. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

**Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the enclosure movement in the period 1509–1549. Answers at this level will display a very good understanding of the historical context. A potential strength of Interpretation A is that it provides detailed information about the legislation passed by Parliament in relation to this matter. For example, the Act of 1515, referred to in the interpretation, was specifically aimed at what was known as the ‘engrossment’, or enlargement, of farms. The fact that Cardinal Wolsey was involved in monitoring the situation and in overseeing the related Royal Commission was an indication of how seriously the government and Henry VIII took this matter. Interpretation A goes on to show that the authorities had reason to be concerned, as popular opposition to enclosure was one of the main factors in the outbreak of the rebellion led by Robert Kett in the summer of 1549. Candidates have some scope to construct an effective challenge to Interpretation A by arguing

that the author fails to give sufficient attention to the power and influence wielded by the “big landowners”, other than to say that they blamed Wolsey for meddling in the matter. In fact, the great lords referred to included the greatest of them all – the Duke of Norfolk. While the King’s concern for his ordinary subjects may have been sincere, he could not afford to alienate key elements of the aristocracy. In stark contrast to Interpretation A, Glovinsky in Interpretation B presents the enclosure movement as largely driven by the Crown, in order to bribe and bind the great families of the realm to the Tudor dynasty by grants of land, while at the same time advancing and embedding the Protestant Reformation. Candidates might consider that the real strength of Interpretation B is that it implicitly recognises that the dissolution of the monasteries represented the greatest single advance of the enclosure movement in the early Tudor period. There were more than 900 religious houses, which owned more than a quarter of all the cultivated land in England. However, a possible challenge to Interpretation B is that its focus is much too narrow. It seems to suggest that enclosure in the early Tudor period began and ended in the 1530s, and was due to Henry VIII’s desire to augment his political and dynastic position and deal a final blow to Catholicism in England. This ignores the legislation passed in the 1510s which attempted to curb enclosure, and the Royal Commission on the same matter that operated under Cardinal Wolsey. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**Option 1**

**AVAILABLE  
MARKS**

30

**60**

Answer Question 1(a) or 1(b) and Question 2.

- 1 (a) Analyse the impact of Charles I's financial policies during the period of his Personal Rule (1629–1640).

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the impact of Charles I's financial policies during the period of his Personal Rule (1629–1640). Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the impact of Charles I's financial policies during the period of his Personal Rule (1629–1640). Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse the impact of Charles I's financial policies during the period of his Personal Rule (1629–1640). They could focus on the unpopularity of fiscal feudalism, which created resentment and a sense of injustice across broad sections of society. Answers might discuss the political opposition generated by Charles I's financial policies. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the impact of Charles I's financial policies during the period of his Personal Rule (1629–1640). Charles introduced a range of controversial financial policies which boosted royal revenue and financed his personal rule. He was able to balance the royal accounts and achieved financial independence for the first time in his reign, with an income in excess of £1 million per annum. Policies such as the levying of forest fines and the distraint of knighthood damaged his relationship with the political class, generating resentment because of the perceived injustice of the measures. Ship Money was, perhaps, his most controversial financial policy. It affected wide swathes of society and was believed by many to be illegal. This generated the most sensational court case of the decade, the Hampden Case of 1637, in which the judges upheld the King's right to levy Ship Money. Some candidates may observe that Charles I's policy of selling monopolies had a negative impact on the economy and generated opposition among merchants. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

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- (b) Analyse the changes made by Charles I to court culture between 1625 and 1640.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the changes made by Charles I to court culture between 1625 and 1640. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information

about the changes made by Charles I to court culture between 1625 and 1640. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse the changes made by Charles I to court culture between 1625 and 1640. Candidates may discuss Charles I's desire to create a more ordered, dignified ambience at Court and enforce high standards of morality and behaviour. They might also discuss his love of expensive masques and continental art. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

### **Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the changes made by Charles I to court culture between 1625 and 1640. Access to the King was much more strictly regulated, with new rules laid down in Books of Ordinance. Locks were changed to prevent members of court from flouting the rules and entering the King's private chambers. Charles, as a result, became a more remote figure and was isolated from criticism. He also worked to introduce greater efficiency at court in an attempt to cut costs. Critics, however, focused on the enormous sums spent on amassing collections of art and on spectacular royal entertainments. Candidates may discuss the King's promotion of the arts. Charles imitated other European monarchs by commissioning expensive artwork, including portraits by Mytens and van Dyck. Some candidates may also discuss the promotion of the Order of the Garter, through which Charles I hoped to promote a greater sense of chivalry and dignity. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

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- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying responses to the execution of Charles I in January 1649? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. They may observe that Lilburne claims that he was opposed to the manner in which the King was tried and executed.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, Lilburne reveals a hostile attitude towards the 'men in charge'. He also explains his refusal to act as a judge at the King's trial, which is a useful insight into how political radicals felt about the events of 1649. His claim that he had been asked to participate in the trial is also interesting. The source reveals Lilburne's strong opinions, with him going so far as to call the army leaders 'murderers'. His anger was not prompted by any sympathy for Charles I but, rather, by what he perceived as the illegal manner in which the King had been prosecuted. Lilburne claims that Parliament had no authority to try the King, but argues that a 'new, free Parliament' would have had such authority. This provides a valuable insight into attitudes towards Parliament in 1649. Finally, Lilburne references royalist anger in 1649, which provides evidence that the late King still had a strong body of support.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The source is written by John Lilburne, a leading Leveller and one of England's most famous political radicals. He provides a fascinating insight into how some of Charles I's toughest opponents felt about the King's trial and execution. The source was written in June 1649, just over four months after the King's execution, and so provides a relatively contemporaneous, immediate response, which enhances its value. Lilburne was writing for the public and intended his words to be widely distributed. This adds to the value of the source as it allows the historian to see how public debate was conducted in 1649. Lilburne's words may have been influential in shaping the public's response to the King's death. It is also interesting to observe how open Lilburne is in his criticism of the army leadership. His motive is unclear, and candidates may speculate that it was perhaps to distance himself from what he understood was an unpopular trial and execution. Or it may have been to generate support for the Leveller cause. Candidates may observe that, as a pamphlet, the source was designed to convey a political message and the language was, therefore, carefully crafted in order to influence public opinion.

**Level 4 ([16]–[20])**

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. For example, the source was written by a divisive political figure whose views were not widely shared. The source may, therefore, present a rather unusual analysis of Charles I's trial and execution. In terms of motive, Lilburne, as a public figure, may have had reason to lie or exaggerate in order to win public support, or to deflect royalist anger. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. For example, they may point out that by 1649 the Levellers had strong support among the rank and file of the New Model Army, but were viewed with suspicion by the army's leadership. The Levellers, including Lilburne, advocated a universal franchise and were dismayed by Parliament's and Cromwell's lack of support for this cause. Lilburne's criticism of Parliament's lack of authority may be a reference to the fact that it was purged by the New Model Army in 1648.

Any other valid material will be rewarded appropriately. [20]

20

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the impact of James I's religious policies in the period 1603–1625 do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[7])**

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the impact of James I's religious policies in the period 1603–1625. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

**Level 2 ([8]–[14])**

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the impact of James I's religious policies in the period 1603–1625. Answers at this level may display some understanding of the historical context. Interpretation A argues that James I attempted to create a stable, balanced church but claims that his policies had limited success, especially after 1618. Interpretation B paints a more positive picture, portraying the outcome of the King's policies as a 'considerable achievement'. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

**Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a good analysis of the different interpretations of the impact of James I's religious policies in the period 1603–1625. Answers at this level will display a good understanding of the historical context. In Interpretation A, Murphy describes James I's objective as the creation of a 'compromise on the question of religion' and argues that he did not persecute those who conformed to the law and demonstrated allegiance to the Crown. Murphy is, however, critical of James I in his handling of the Hampton Court Conference which, he claims, had the effect of alienating Puritans. After 1618, Murphy asserts that James I's attempt to balance the competing religious factions had failed. He argues that this was, in part, attributable to events in Europe. Interpretation B takes a much more positive approach. Durston agrees with Murphy that James sought compromise and balance, but argues that James did not seek a compromise with extremists. He presents a more positive analysis of James I's handling of the Hampton Court Conference, which he describes as 'reasonably harmonious and productive'. Durston does not argue that the events in Europe after 1618 destroyed the Jacobean compromise, maintaining that by the end of James I's reign, Puritans felt 'at home' in the Church of England. He also argues that James was 'broad - minded' in his attitude towards Catholicism. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

**Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the impact of James I's religious policies in the period 1603–1625. Answers at this level will display a very good understanding of the historical context. Interpretation A is critical of James I's handling of the Hampton Court Conference. This may be a reference to the angry debate that broke out between the King and some of the Puritan delegates. Candidates may also point out that the conference produced little practical reform. James and his bishops either refused to make concessions or failed to carry out the changes which they had promised. The conference was also followed by a strict enforcement of conformity, which left Puritans dismayed. Murphy argues that it was difficult to 'balance the competing demands' of Puritans, Arminians and Catholics after 1618. This is a reference to the impact of the Thirty Years' War and the King's unpopular foreign policy. After 1618, James I showed increasing leniency to Catholics and promoted Arminian bishops in the Church, which may have undermined his earlier efforts at compromise. Candidates may challenge the assertion that both Catholics and Puritans were dangerous threats by 1624, as neither group offered any organised or violent resistance. Candidates may also challenge Murphy's characterisation of the Hampton Court Conference. Interpretation B provides a largely positive analysis of James I's religious policies. Durston claims that James distinguished between religious moderates and extremists. Candidates may illustrate this by outlining policies that sought to alienate and identify extremists – examples include the introduction and enforcement of new canons in the Church after 1604 and the Oath of Allegiance introduced after the Gunpowder Plot. Durston also argues that James 'reached out' to moderate Puritans. Here he may be referring to the commissioning of a new translation of the Bible, the

promotion of George Abbot or the decision to send Calvinist delegates to the Synod of Dort. Durston also claims that James was 'broad-minded' in his attitude to Catholicism. Candidates may support this assertion by referencing James I's public statements on the Catholic Church, his willingness to reduce recusancy fines, his reluctance to persecute loyal Catholics after the Gunpowder Plot and his willingness to discuss toleration of Catholicism in the Spanish Marriage negotiations. Candidates may challenge Durston's claim that the Hampton Court Conference was 'productive', as little real change was produced. James I's commitment to end pluralism and absenteeism in the Church came to nothing and the Authorised Version of the Bible, the one solid achievement of the Conference, was not well received by Puritans. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**Option 2**

**AVAILABLE  
MARKS**

30

**60**

### Option 3: Britain in the Age of Reform 1830–1880

AVAILABLE  
MARKS

Answer Question 1(a) or 1(b) and Question 2.

- 1 (a) Analyse the terms of the Second Reform Act of 1867 and its consequences for British politics.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the terms of the Second Reform Act of 1867 and its consequences for British politics. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

#### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the terms of the Second Reform Act of 1867 and its consequences for British politics. For example, there may be reference to the increase in the size of the electorate. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to the terms of the Second Reform Act of 1867 and its consequences for British politics. Candidates may note that the Act extended the vote to all male householders and lodgers in boroughs who paid rent of £10 a year or more. It also lowered the property threshold, which enabled agricultural landowners and tenants with very small amounts of land to vote. Overall, the Act of 1867 expanded the electorate from around 1.43 million people to almost 2.5 million. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will clearly analyse the terms of the Second Reform Act of 1867 and its consequences for British politics. Although the parliamentary debate had focused on voting eligibility, the Reform Act of 1867 also effected changes to the distribution of parliamentary seats throughout the country. These changes were very conservative. The Act created only 19 new seats in the large urban areas that housed most of the new voters, and 25 new seats went to the more conservative counties. Although the number of working-class voters increased, they were contained in areas that had proportionally fewer seats than other areas. The continued dominance of smaller, more conservative constituencies helped to mute the influence of working-class voters. Nonetheless, in terms of party politics, the Act was a significant victory for Disraeli over his arch-rival Gladstone. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

10

- (b) Analyse the reasons for the reforms passed by Gladstone's Government of 1868–1874.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the reasons for the reforms passed by Gladstone's Government of 1868–1874. Candidates make a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the reasons for the reforms passed by Gladstone's Government of 1868–1874. For example, there may be reference to the general view that reform was long overdue in many areas, having previously been blocked

by the first Liberal leader, Lord Palmerston. Candidates make a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors relating to the reasons for the reforms passed by Gladstone’s Government of 1868–1874. For example, Gladstone recognised that, with the continuing growth of the middle class, the continuation of aristocratic privilege in a modern society was not just anachronistic but inefficient and grossly unfair. This is why he was determined that appointments to the Civil Service should now be decided by competitive examination and that commissions in the Army should be awarded on the basis of merit rather than by purchase. Candidates make a good selection and use of an appropriate form of style and writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will clearly analyse the reasons for the reforms passed by Gladstone’s Government of 1868–1874. With the passing of the Second Reform Act in 1867, part of the urban male working class now had the vote and so Gladstone prioritised measures that would be beneficial to that constituency, such as trade union reform. Another impetus for reform was the shortcomings of Britain’s armed forces, which had been starkly exposed in the Crimean War in the 1850s. If Britain was to maintain its status, then a professional and effective army was needed. Similarly, education was an area in which Britain appeared to be losing ground to its commercial rivals, especially Germany, and Gladstone’s Government now aimed to organise the education system on a national basis and with the state playing a major role. The importance of education in Gladstone’s reform agenda was illustrated by the fact that Forster’s Education Act was one of the first reforms passed by the incoming Liberal Government. Candidates successfully select and use the most appropriate form of style and writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

AVAILABLE  
MARKS

10

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the Poor Law Amendment Act of 1834? You must use contextual knowledge in your answer.

AVAILABLE  
MARKS

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. For example, they may observe that the source is an extract from the *Recommendations* of the Royal Commission on the Poor Law.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, Source 1 shows the Royal Commission's views on how the workhouses of the Poor Law system should be organised.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author represents a key strength of the source, as it is the Royal Commission on the Poor Law, whose findings and recommendations would inform future government policy. The date of the source, March 1834, is when the Poor Law Amendment Act was passed. Arguably, the principal strength of the source is its content, for the Commission makes very detailed recommendations, particularly about the role of the workhouses and how they should be organised. Candidates might consider the mode, motive and audience of the source to be positive elements, in that a Royal Commission carries political weight and is intended to guide the government in the potential drafting of legislation. The language used in the source might also be seen as proof of the authenticity of the opinions expressed.

**Level 4 ([16]–[20])**

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. It can be argued that the source has two shortcomings, namely that it does not refer to the Act itself, because it has not yet been passed by the Whig Government (though it soon will be); and that it does not reveal the impact of the Act, again because the date precludes any such assessment. However, candidates might argue that any such limitations are far outweighed by the value of the content, for here we have the essential elements of the Poor Law Amendment Act, an indication that the recommendations of the Royal Commission were

more or less fully accepted by Melbourne's Government. At the heart of the new system of poor relief is the workhouse – and if that word conjures up images of cruelty and misery, then it is clear from the language and tone of this source that this is exactly what the Royal Commission desired and intended, with an emphasis on 'work' and 'discipline'. While the proposal to have separate accommodation for men and women is couched in terms of efficiency and better administration, what it meant in practice was that families would be separated – a disincentive to enter the workhouse in the first place. The motive of discouraging people from becoming a burden on the system was quite clear in the reference in the source to the application of a severe system of work and discipline. Candidates might further analyse the author, or rather, authors, of the source, that is, the members of the Royal Commission, the most important of whom were Edwin Chadwick, Nassau Senior and the Bishop of London. Chadwick was the key figure and the resulting legislation was largely his work. An advocate of utilitarianism, Chadwick and his fellow commissioners were focused on one overriding goal in this exercise – saving money, specifically ratepayers' money. That goal could be achieved by making the workhouse so abhorrent and repulsive, that only the most desperate would ever want to enter one. In this case, the utilitarian maxim of 'the greatest good for the greatest number' applied to middle-class ratepayers, not the poor and needy.

Any other valid material will be rewarded appropriately. [20]

20

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the success of the Anti-Corn Law League do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the success of the Anti-Corn Law League. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

#### **Level 2 ([8]–[14])**

Answers will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the success of the Anti-Corn Law League. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Pirie in Interpretation A and Scott-Baumann in Interpretation B. Interpretation A argues that, as a result of superb organisation and

leadership, the Anti-Corn Law League achieved its goal in 1846. Scott-Baumann's analysis in Interpretation B disagrees with Pirie, proclaiming that the Anti-Corn Law League failed in its wider objectives. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

### **Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the success of the Anti-Corn Law League. Answers at this level will display a good understanding of the historical context. The tone of Interpretation A is set in its first few words, when Pirie proclaims it the most successful single-issue pressure group of the nineteenth century. He then goes on to justify this verdict by detailing its methods, such as the use of the press and direct-marketing techniques. This apparently flawless campaign reaches its climax with the election of MPs committed to the cause – including, and perhaps especially, its two leading figures, Cobden and Bright – who are then able to put direct pressure on the government of Robert Peel to repeal the Corn Laws, pressure to which Peel responded in 1846. In contrast, Scott-Baumann, in Interpretation B, asserts that ultimately the Anti-Corn Law League failed in its 'wider political objectives', an aspect of the movement to which Interpretation A makes no reference. Similarly, Interpretation B has nothing to say about the campaign conducted by the League and spearheaded by Richard Cobden and John Bright. For Pirie in Interpretation A, Cobden is the master strategist who produced a campaign that could not be resisted, while Scott-Baumann portrays him as a leader without followers after 1846, when the Corn Laws were repealed. Instead of the glorious victory of the League, celebrated by Pirie, Interpretation B sees a cause that was ultimately lost, at least in the nineteenth century. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

### **Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the success of the Anti-Corn Law League. Answers at this level will display a very good understanding of the historical context. Perhaps the main strength of Interpretation A is that it makes a compelling case that the Anti-Corn Law League was a success from start to finish, guided by two inspiring leaders in Cobden and Bright and using an array of propaganda tools to disseminate their message. Candidates might deploy contextual knowledge here to elaborate on the argument presented by Pirie. It would be reasonable to maintain that what gave the League particular traction was the depressed state of the British economy in the 1840s – what came to be known as the 'Hungry Forties'. This was a time of hardship for the working class in particular, fuelling the contemporary campaign of the Chartists and making remedial action, as proposed by the League, all the more urgent. Candidates have scope to construct a challenge to Interpretation A, in that no consideration is given to other factors that had a bearing on the decision to repeal the Corn Laws. For example, Interpretation A gives the impression that Peel was outmanoeuvred and out-argued by the League and so forced to concede the issue in 1846, but this overlooks the considerable evidence

that the Prime Minister was already taking the country in the direction of free trade. For Interpretation B, free trade is not the key issue; in fact, it is a means to an end – that ‘end’ being the demise of aristocratic influence in the corridors of power. The fundamental difference between the interpretations is that for Pirie, 1846 is the end of the story, while for Scott-Baumann, the repeal of the Corn Laws is but the beginning of the end. Candidates might point out that Cobden and Bright did not resign as MPs once the Corn Laws had been repealed: Cobden remained an MP until his death in 1865, likewise Bright, until his death in 1889. A challenge to Interpretation B might be that it seriously undervalues the success that the Anti-Corn Law League *did* achieve. While aristocratic government may have survived, the Corn Laws did not. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**Option 3**

**AVAILABLE  
MARKS**

30

**60**

## Option 4: Italy and Germany 1815–1871

AVAILABLE  
MARKS

Answer Question 1(a) or 1(b) and Question 2.

- 1 (a) Analyse the aims of those who took part in the revolutions which broke out in the Italian states in 1848.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the aims of those who took part in the revolutions which broke out in the Italian states in 1848. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

### Level 2 ([3]–[4])

Answers will demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the aims of those who took part in the revolutions in the Italian states in 1848. They may refer to the fact that, at least in Northern Italy, most of those who participated in the revolutions wanted to see Austria driven out of Italy. Answers may also point to the huge variations in the aims of the revolutionaries in the different Italian states. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors about the aims of the revolutionaries in the Italian states in 1848. The most important aim was to end Austrian rule and in the spring of 1848 Piedmont, Naples, Tuscany and the Papal States co-operated against the common enemy. Nationalist sentiments were expressed by many of the leaders of the revolutions, while the other important demand was the introduction of liberal constitutional government. Mazzini, for example, aimed to depose the existing rulers and replace them with an Italian republic which had a written constitution and included universal suffrage. He regarded the Papacy as the main enemy. In Piedmont, the main concern of Charles

Albert was to annex Lombardy. In Venice, where Austrian rule was widely hated, Daniele Manin declared a republic. In Sicily the liberals rebelled against rule from Naples rather than Vienna, while those who took part in the unrest in Rome at the end of 1848 demanded an end to rule by the Papacy. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

#### Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the aims of the revolutionaries in the Italian states in 1848.

Answers may observe that many who took part in the revolutions were motivated by economic considerations. For example, the workers in Rome who broke industrial machinery, and the rioters who caused disturbances in a number of other Italian cities in 1847–1848, demanded more and cheaper food. In Rome they also advocated higher taxes on the rich to combat poverty. In the Papal States, workers demanded public workshops as a remedy to unemployment. However, the majority of Italians resided in the countryside, where there was less support for the revolutions. Some, such as the peasants in Lombardy who rebelled against Austrian rule, were politically motivated, but most were influenced by local concerns such as land ownership or grazing rights. In Tuscany peasants demanded a reduction in the number of days they had to work. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

10

- (b) Analyse the reasons for Prussia's growing prosperity between 1849 and 1871.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial explanation of the reasons for Prussia's growing prosperity between 1849 and 1871. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence.

There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

### **Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the reasons for Prussia's growing prosperity between 1849 and 1871, mentioning, for example, the benefits brought by the German Customs Union (*Zollverein*). Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Responses will begin to analyse the reasons for Prussia's growing prosperity between 1849 and 1871. The *Zollverein*, established in 1834 for Prussia's commercial benefit, originated in an earlier Prussian Customs Union. It came to dominate the German states, the removal of customs barriers aiding Prussian iron, steel and textile production. Prussia possessed rich coal and iron ore deposits, the Ruhr alone producing 12 million tons of coal in 1866, more than any other German state. Prussian railways, by the mid-1860s, were more extensive than those in either France or the Habsburg Empire. They increased the demand for coal and iron, boosted heavy engineering and created wider markets for Prussian manufactured goods. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

### **Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the reasons for Prussia's growing prosperity between 1849 and 1871. The Prussian government valued infrastructure, the state bank helping to extend railways, roads and canals. Population growth (from 15 million in 1849 to 20 million in 1870) was important to industrial development, a steady influx of peasants into the cities supplying workers for burgeoning industries. The educational system, arguably the most advanced in Europe, facilitated great technological advances. Individuals were important: Krupp, who built up a huge iron and steel business, supplied most of Prussia's armaments, and the financier Gerson Bleichröder brought private finance to government projects. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

AVAILABLE  
MARKS

10

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the importance of the Schleswig-Holstein affair for the unification of Germany? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. They may observe that the source reveals evidence of Droysen's admiration for Bismarck following Prussia's victory over Denmark at the Battle of Düppel in 1864.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. Despite expressing reservations about Bismarck, Droysen is enthusiastic about Prussia's military success after a long period of peace and praises the Prussian Minister-President as 'a man of action'. The source portrays Droysen as a Prussian nationalist who wanted to reduce the influence of the small and medium-sized states and was wary of Austria's efforts to strengthen its position by introducing reform measures.

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author represents a key strength of the source since Droysen had served as a Liberal deputy in the Frankfurt Parliament in 1848–1849. The date is another important strength since the letter was written just eleven days after Prussia's defeat of Denmark at the Battle of Düppel. The mode of the source, a private letter to a friend and colleague, is another strength since Droysen feels able to admit that he has changed his mind about Bismarck. There is no suggestion that there is any ulterior motive for Droysen's letter other than to share his views with a close colleague. The tone is enthusiastic and, in places, almost euphoric, but Droysen is also realistic about the opposition Bismarck will face from the other German states. The content of the speech represents another key strength, since it shows Droysen's delight at Prussia's first victory on the battlefield after some fifty years of peace. It is also significant because it marks the first in a series of military victories between 1864 and 1870 which led to the unification of Germany. The source is also important because it shows how the Prussian victory at Düppel persuaded at least one prominent Prussian liberal to abandon his opposition to Bismarck and support his foreign policy.

**Level 4 ([16]–[20])**

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain

a mark at Level 4, candidates must include relevant contextual knowledge in their answer. Answers may explore the background to Droysen's statement that 'I am certainly no Bismarck enthusiast', noting that the Battle of Düppel took place at the height of the Constitutional Crisis in Prussia, when Bismarck outmanoeuvred the Liberals by continuing to collect taxes even though the Liberal-dominated Lower House of the Prussian Parliament had not approved them. The outcome of the Battle of Düppel was important because it revealed the beginning of divisions in the Liberals' attitude towards Bismarck. Some, like Droysen, supported the Prussian Minister-President because they saw his military success as the first step towards German unification, while others remained true to their principles and continued to oppose Bismarck's illegal action over the budget. A limitation of the source is that it focuses solely on the change in attitude of one prominent liberal to the Prussian Minister-President and there is no indication of how representative Droysen's views were of liberals in Prussia, let alone the other 38 states.

Any other valid material will be rewarded appropriately. [20]

20

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the reasons for the unification of Italy do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the reasons for the unification of Italy. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

#### **Level 2 ([8]–[14])**

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the reasons for the unification of Italy. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Mack Smith in Interpretation A and Gooch in Interpretation B. Interpretation A argues that individuals exerted a crucial role in the unification of Italy, while Interpretation B maintains that the Great Powers played a key part in Italian unification. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

#### **Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which

the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the reasons for the unification of Italy. Answers at this level will display a good understanding of the historical context. While Interpretation A argues that ‘individuals played a key part in the unification of Italy’, Interpretation B maintains it was the ‘Great Powers’ who represented the most important factor in the unification process. Interpretation A identifies four individuals who, it argues, were responsible for Italian unification - Giuseppe Mazzini, Camille de Cavour, King Victor Emmanuel II and Giuseppe Garibaldi. The author focuses, in particular, on Cavour’s contribution to unification, highlighting his achievements in both economic and foreign policy. Interpretation A also emphasises the importance of Mazzini in establishing the nationalist movement, as well as alluding to the expansionist ambitions of Victor Emmanuel II and the exploits of Garibaldi in Sicily and Naples. Interpretation B maintains that the unification of Italy was dependent on the unusually favourable international climate. It outlines how, after Austria had ‘crushed’ the revolutions in Turin and Naples in 1820–1821 and the more widespread uprisings in the Italian states in 1848, Cavour realised that Piedmont would only be able to expand if it had foreign help. Gooch argues that ‘all [Cavour’s] diplomatic skill would have counted for little if it had not been for the favourable international situation’. In support of this argument, Interpretation B points out that both Russia and Prussia were hostile towards Austria, while Britain and France would openly support Piedmont in any war with Austria. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

#### **Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the reasons for the unification of Italy. Answers at this level will display a very good understanding of the historical context. In support of the arguments of Mack Smith in Interpretation A, responses may elaborate on Cavour’s contribution to Italian unification, observing perhaps that in June 1847 he jointly founded a liberal periodical called the *Risorgimento*. After his appointment as Minister of Finance in 1851, Cavour helped to make Piedmont’s economy by far the most advanced in Italy. He drew up commercial treaties between Piedmont and Austria, as well as the German Customs Union, which trebled Piedmont’s trade during the 1850s. He also gave subsidies to banks and railways, and by 1859 Piedmont and Liguria had almost half of Italy’s railway network. However, it was in the field of foreign policy that Cavour secured his greatest achievements: responses may refer to his secret treaty with Napoleon III at Plombières, the Italian War of 1859 against Austria and the Treaty of Turin (March 1860). Answers may also explore the ideas of Mazzini, assessing the importance of ‘Young Italy’, which he founded in 1831 with the aim of promoting national aims through mass insurrection. Responses may also elaborate on the part King Victor Emmanuel II played, noting perhaps that he sensibly turned down Cavour’s unrealistic suggestion to continue the war against Austria in 1859, after France had signed an armistice with Austria at Villafranca. Answers may also expand on the importance of Garibaldi’s conquest of Sicily and Naples in 1860, referring perhaps to his inspirational leadership and the extraordinary success of his tiny force of 1000 volunteers, armed only with rusty rifles and bayonets. In support of Interpretation B, candidates may

elaborate on the reasons for the favourable diplomatic climate for Italian unification when Austria declared war on Piedmont in April 1859. Russia's decision to remain neutral was motivated by its anger with Austria for failing to support it in the Crimean War. Prussia also had no sympathy for Vienna following its humiliation by Austria in the 'Capitulation of Olmütz' in November 1850. France's military support for Piedmont in the war of 1859 was motivated by an expectation that the territorial expansion of Piedmont would act as a check on Austrian ambitions. Britain also supported Italy for cultural, economic and, above all, political reasons. Garibaldi was very popular with the working classes and the Italian railways provided investment opportunities for British businessmen, while the British Prime Minister, Lord Palmerston, was anti-Austrian. The interpretations could also be challenged. For example, in relation to Interpretation A, it could be argued that Napoleon III of France made a more significant contribution to Italian unification than King Victor Emmanuel II or even Giuseppe Mazzini, whose influence was waning by the 1850s and 1860s. Candidates may challenge Interpretation B by making the point that, while a favourable diplomatic climate was a prerequisite for unification, it needed the political will and skill of Cavour, Garibaldi and the political elites to turn these national aspirations into reality. Answers may also challenge Interpretation B by drawing attention to the inherent risks of Piedmont's reliance on the Great Powers, perhaps citing as evidence Napoleon III's abrupt withdrawal from the war against Austria in 1859. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

**AVAILABLE  
MARKS**

30

**Option 4**

**60**

## Option 5: Germany 1919–1945

AVAILABLE  
MARKS

Answer Question 1(a) or 1(b) and Question 2.

- 1 (a) Analyse the impact of the Treaty of Versailles on Weimar Germany in the period 1919–1923.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

### Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the impact of the Treaty of Versailles on Weimar Germany in the period 1919–1923. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

### Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the impact of the Treaty of Versailles on Weimar Germany in the period 1919–1923. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse the impact the Treaty of Versailles had on Weimar Germany in the period 1919–1923, illustrating the key terms of the Treaty and the negative effect they had on Weimar Germany. The Weimar Republic was forced to sign a *Diktat* that saw Germany accept Article 231, which placed full blame for the outbreak of the First World War on Germany. As a result, the Allies were able to impose reparations payments on Weimar Germany, which were set at £6 600m, in 1922; these payments had a detrimental effect on the German economy. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the impact of the Treaty of Versailles on Weimar Germany in the period 1919–1923. Restrictions were placed on the armed forces, which saw the army capped at 100 000 troops and conscription banned. Further restrictions were placed on the navy and air force. Additionally, Weimar Germany suffered because of the loss of territory enforced by the Treaty. The return of Alsace Lorraine to France, the creation of the Polish Corridor and the loss of overseas colonies were all bitter pills to swallow for the Weimar Republic and the German people. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

10

- (b) Analyse the economic achievements of Nazi Germany in the period 1933–1936.

**This question targets AO1:** the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[2])**

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of the economic achievements of Nazi Germany in the period 1933–1936. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

**Level 2 ([3]–[4])**

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the economic achievements of Nazi Germany in the period 1933–1936. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[7])**

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to analyse a range of the economic achievements of Nazi Germany in the period 1933–1936. Hitler appointed Dr Hjalmar Schacht as President of the Central Bank in 1933 and as Minister of Economics in August 1934. Schacht immediately improved confidence in the economy and established the New Plan in September 1934 to achieve economic stability. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 4 ([8]–[10])**

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the economic achievements of Nazi Germany in the period 1933–1936. Schacht successfully established trade links with nations in the Balkans, which gave the German economy access to cheap raw materials. This reinvigorated German industry, as did the introduction of Mefo Bills in 1933, which saw the Nazis create industrial jobs and production without the crippling costs which were deferred for five years. Schacht also provided funds for public work schemes which helped to lower unemployment. The Reich Labour Service (RAD) was established in 1934, involving the creation of autobahns, schools and hospitals. Additionally, the Nazis had another success in 1935 when they reintroduced conscription and rearmament. These successes saw unemployment drop from 6 million people in 1933 to just 1.6 million in 1936; in fact, many hailed the period 1933–1936 as an economic miracle. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

10

- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the impact of allied bombing on the German people in the period 1939–1945? You must use contextual knowledge in your answer.

**This question targets AO2:** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

**Level 1 ([1]–[5])**

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. They may observe that the source is an extract from a diary written by Ursula von Kardorff in January 1944.

**Level 2 ([6]–[10])**

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. Von Kardorff reveals the impact of the allied bombing when she claims, 'I certainly do not feel defeated or crushed.' She goes on to highlight the unifying impact of the allied actions when she claims that 'the bombs are hitting the Nazis and anti-Nazis alike and are binding the nation together.' The source also focuses on the attempts of the Nazis to maintain public support when it claims, "Give them bread and they will go along with you" – that is what the Nazis think.'

**Level 3 ([11]–[15])**

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The content, date, author and tone can be considered as potential strengths of the source. The author, Ursula von Kardorff, lived in Germany during the war and so would be well placed to give an informed view of the situation. Furthermore, von Kardorff is writing in her diary, so her opinions are not designed to influence any audience other than herself. Additionally, the fact that von Kardorff is not sympathetic to the Nazis makes her assertions of greater use to an historian, as they are not the product of Nazi propaganda. The date of the source can also be seen as useful as it is written in January 1944, meaning that the author has experienced a lengthy period of the allied bombing campaign. Regarding tone, von Kardorff displays resolve and determination throughout, including the last line when she states: 'If the English believe that they are going to undermine our morale, they are greatly mistaken.'

**Level 4 ([16]–[20])**

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. From their contextual knowledge, candidates

may suggest that von Kardorff's annoyance with 'the English' may be a result of Winston Churchill's decision to target civilians with allied bombing after the first raid on Berlin in September 1940. The allies believed that these attacks would weaken the resolve of the German people to fight, something the author disputed. Additionally, candidates may remark on the role of Goebbels in keeping morale high and link this to his visits to parts of Berlin that were targeted by allied bombers. In terms of limitations, the source omits to mention the impact of bombing outside of Berlin, where von Kardorff was based; candidates may refer to the infamous bombing raids on Cologne, Hamburg and Dresden. An additional potential limitation of the source is its date, since it fails to cover most of 1944 and all of 1945; this is the period of the war when the allied bombing became most destructive and arguably created a more negative impact on German support for the war effort. The author's financial situation as a noblewoman may also be seen as a limitation, as she was, possibly, better able to cope with the destruction caused by the allied bombers than most Germans.

Any other valid material will be rewarded appropriately. [20]

20

- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the significant events in the creation of the Nazi dictatorship in 1933–1934 do you find more convincing?

**This question targets AO3:** the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

#### **Level 1 ([1]–[7])**

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the significant events in the creation of the Nazi dictatorship in 1933–1934. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

#### **Level 2 ([8]–[14])**

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two interpretations. Responses will begin to analyse the two different interpretations of the significant events in the creation of the Nazi dictatorship in 1933–1934. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Noakes and Pridham in Interpretation A and Hite and Hinton in Interpretation B. Interpretation A highlights the significance of the Reichstag Fire in the creation of the Nazi dictatorship in 1933–1934, while Interpretation B focuses on the importance of the Night of the Long Knives of June 1934. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

**Level 3 ([15]–[22])**

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis of the different interpretations of the significant events in the creation of the Nazi dictatorship in 1933–1934. Answers at this level will display a good understanding of the historical context. Noakes and Pridham in Interpretation A highlight the significance of the Reichstag Fire and the exploitation of the event by the Nazis. Interpretation A refers to the Nazis making a ‘claim’ that the Communists were plotting revolution in order to ‘justify wholesale arrests.’ These arrests were legal thanks to the Law for the Protection of the People and the State and numbered in the vicinity of 10 000. There is little doubt that the Reichstag Fire acted as a trigger for the creation of the Nazi dictatorship. However, Hite and Hinton in Interpretation B stress the importance of the Night of the Long Knives as the most significant event in the creation of the Nazi dictatorship. Interpretation B refers to it as ‘the most dramatic and significant event during the establishment of Hitler’s supremacy.’ The Night of the Long Knives saw the leaders of the SA, as well as other political opponents, rounded up and executed. It also witnessed the rise of the SS as the main instrument of terror within Germany, as SS officers conducted the executions and filled the vacuum left by Röhm and the SA. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

**Level 4 ([23]–[30])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis of the different interpretations of the significant events in the creation of the Nazi dictatorship in 1933–1934. Answers at this level will display a very good understanding of the historical context. In support of Interpretation A, responses may point out that the Reichstag Fire significantly strengthened Hitler’s hand, as he had a poor relationship with President Hindenburg and a weak Chancellorship with only three Nazis in a cabinet of twelve, which was hand-picked by von Papen. The Nazis used the Fire to scare both the President and the German nation into believing that this was the first stage in a Communist takeover. The Law for the Protection of the People and the State allowed Hitler to make arrests and thousands of Communists were placed in ‘protective custody.’ While the Nazis did not win an overall majority in the March election, gaining just 44 per cent of the vote, they were able to form an alliance with other extreme right-wing groups and rule without Hindenburg and Article 48. In support of Interpretation B, responses may point to the opening lines which state that ‘there was no legal way to replace him.’ This is a reference to Hitler securing the Enabling Act in March 1933, which gave him dictatorial powers to act without the support of the President or the Reichstag. It was used to strengthen Hitler’s position significantly in 1933. The rest of Interpretation B focuses on the Night of the Long Knives in which Hitler and the SS orchestrated the execution of approximately 90 SA leaders, most notably Ernst Röhm. They also targeted political opponents, such as von Kahr and von Schleicher. Hitler used the pretext of a supposed ‘Second Revolution’ by the SA to justify his actions and employed the Enabling Act to legalise these murders, resulting in him being thanked by both President Hindenburg and the German army. Interpretation B focuses on the army oath to Hitler, which took place after the death of Hindenburg, and Hitler’s assumption of

the position of Führer. Both interpretations could be challenged. Candidates may challenge Interpretation A by pointing out that the Nazis did not actually ‘exploit their opportunity to the full.’ Hitler had wanted to gain a majority in the March 1933 election to reduce his dependence on President Hindenburg. Candidates may also challenge the statement that the Law for the Protection of the People and the State was ‘the most important single legislative act of the Third Reich,’ by highlighting the merits of the Enabling Act. Similarly, candidates may challenge Interpretation B by suggesting that the assertion that ‘there was no legal way to replace him’ was incorrect. President Hindenburg had the power to dismiss Hitler as Chancellor at any point up until his death in August 1934. Additionally, the claim that the Night of the Long Knives was the most ‘significant event during the establishment of Hitler’s supremacy’ may be challenged, as Hitler had gone a long way to achieving total power with the introduction of the Enabling Act and his policy of *Gleichschaltung*, both of which had taken place in 1933. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement. Any other valid material will be rewarded appropriately.

Any other valid material will be rewarded appropriately.

[30]

**Option 5**

**Total**

**AVAILABLE  
MARKS**

30

**60**

**60**