



GCE MARKING SCHEME

**HISTORY - UNIT HY1
AS/Advanced**

PERIOD STUDY 1

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND, c. 1483-1603**

1231/01

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 1
ASPECTS OF THE HISTORY OF WALES AND ENGLAND, C. 1483-1603

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Cardinal Wolsey fell from power.

Candidates are expected to show understanding of the inter-relationship of the reasons why Cardinal Wolsey fell from power. Some of the issues to consider may include:

- Wolsey failed to secure the divorce for Henry VIII.
- powerful enemies at court including Boleyn and Norfolk.
- lost support and confidence of the King.
- lost grip on government.
- weakening of power at court.
- including rise of powerful factions.

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Elizabeth Church Settlement was passed.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Elizabethan Church Settlement was passed. Some of the issues to consider may include:

- to avoid rebellion, to settle religious differences
- to set up an independent English Church
- the monarch to take control of religion and the Church
- the Queen's personal beliefs and aims
- the need to prevent/stifle opposition to the state church
- the exercise of her new title as Supreme Governor of the Church.

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Kett's rebellion of 1549 failed.

Candidates are expected to show understanding of the inter-relationship of the reasons why Kett's rebellion failed. Some of the issues to consider may include:

- the poor leadership of Kett.
- brutal suppression of rebellion by the Crown.
- poor organization and failure to keep rebels supplied with food etc.
- failure to march on London and threaten Crown.
- lack of ambition.
- the rebellion was too localised.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why vagrancy had become widespread after 1547.

Candidates are expected to show understanding of the inter-relationship of the reasons why vagrancy had become widespread after 1547. Some of the issues to consider may include:

- economic depression affecting trade, industry and the agricultural sector.
- rising unemployment.
- price inflation allied to wage deflation, fewer apprenticeships.
- closure of the monasteries 1536-1540.
- enclosures of and clearances of villages/loss of homes.
- population shift to towns in search of work.
- dissolution of chantries 1547.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did Henry VII make the most important contribution to the changes in government in the period 1483-1543?

Candidates are expected to reach a substantiated and supported judgement about whether Henry VII made the most important contribution to the changes in government in the period 1483-1543.

The importance of Henry VII's contribution to changes in government should be analysed and evaluated in relation to issues such as:

- restoration of sound and stable government after civil wars.
- Henry VII's leadership and active participation in government which helped enhance his authority/authority of crown.
- the reform of financial administration – the more effective raising of revenue to fund an ever increasing government machine.
- Henry VII's choice and employment of talented ministers.
- the more effective use of Parliament and privy chamber.

The importance of Henry's contribution to changes in government should be evaluated against other contributions to changes in government in the period. Some of the issues to discuss may include:

- the contribution of Henry VII's principal ministers – Empson, Dudley, Fox, Morton and Bray
- Wolsey's contribution to government reform (1514-1529).
- Cromwell's so-called Revolution in Government (1532-1540).
- the contribution of Richard III and Henry VIII.
- the contribution of Parliament.

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the break with Rome the most significant development in religion in the period 1529-1570?

Candidates are expected to reach a substantiated and supported judgement about whether the break with Rome was the most significant development in religion in the period 1529-1570.

The significance of the break with Rome should be analysed and evaluated in relation to issues such as:

- based on the religious acts passed by parliament up to and including the Act of Supremacy.
- Henry's need to divorce his wife in order to marry another.
- the need to avoid/repress religious strife/conflict.
- taking the first steps towards establishing an Anglican Church.

The significance of the break with Rome should be evaluated against other developments in religion in the period. Some of the issues to discuss may include:

- the influence/impact of the European Reformation
- the translation of the Scriptures
- the dissolution of the chantries
- the religious legislation passed in Edward VI's Parliaments
- the Counter-Reformation of Mary I
- the Elizabethan Church Settlement

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were religious grievances mainly responsible for causing rebellion in the period 1529-1569?

Candidates are expected to reach a substantiated and supported judgement about whether religious grievances were mainly responsible for causing rebellion in the period 1529-1569.

The importance of religious grievances should be analysed and evaluated in relation to issues such as:

- the breakdown in the moral and spiritual power of the Crown and Church as exemplified in the Great Chain of Being.
- dissolution of monasteries and Chantries.
- unacceptable changes in centuries - old methods of worship
- religious experience of deeply conservative people being altered without consultation or consent.

The importance of religious grievances in causing rebellion should be evaluated against other causes of rebellion in the period. Some of the issues to discuss may include:

- economic and social grievances – inflation/unemployment/price of food
- political grievances – Rhys ap Gruffudd/Northern earls/Wyatt.
- insensitivity of policies pursued by Crown/government – lack of empathy or sympathy for plight of people.
- increase in poverty and vagrancy allied to hunger/famine.

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the growth of industry the most significant development in the society and economy of Wales and England 1525-1588?

Candidates are expected to reach a substantiated and supported judgement about whether the growth of industry was the most significant development in the society and economy of Wales and England 1525-1588

The significance of the growth of industry should be analysed and evaluated in relation to issues such as:

- dominance of cloth trade challenged by emerging industries.
- development in metal industries.
- development in mining industry.
- influence of continental developments in industry.
- investment in developing mineral resources by gentry and noble landowners.
- rise of business/industrial entrepreneurs.

The significance of the growth of industry should be evaluated against other developments in the society and economy of Wales and England in the period. Some of the issues to discuss may include:

- the rise of the gentry
- the creation and development in landed estates.
- the growth in trade
- decline in agriculture
- greater social mobility
- the widespread use of enclosures
- price inflation, wage deflation and growing unemployment.



GCE MARKING SCHEME

**HISTORY - UNIT HY1
AS/Advanced**

PERIOD STUDY 2

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND, c. 1603-1715**

1231/02

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 2
ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c. 1603-1715

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

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ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Parliament was summoned in 1640.

Candidates are expected to show understanding of the inter-relationship of the reasons why Parliament was summoned in 1640. Some of the issues to consider may include:

- the advice of Wentworth
- forced by pressure of Scottish invasion/Bishops Wars.
- need to raise revenue to fund and equip an army to fight the Scots.
- opportunity for Crown to demonstrate its power and authority.

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the rule of the Major-Generals was established in 1655.

Candidates are expected to show understanding of the inter-relationship of the reasons why the rule of the Major-Generals was established in 1655. Some of the issues to consider may include:

- to strengthen and consolidate the his power
- to secure the Republic and destroy any opposition
- control radical groups/enforce puritanism
- to mark new, radical shift in regional and local government
- to consolidate the support of the army

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Monarchy was restored in 1660.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Monarchy was restored in 1660. Some of the issues to consider may include:

- unpopularity of Cromwellian republicanism
- resentment over the power enjoyed by army commanders
- resentment/opposition to the power wielded by the puritan-led government
- rising support for monarchy

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Archbishop William Laud was executed.

Candidates are expected to show understanding of the inter-relationship of the reasons why Archbishop William Laud was executed. Some of the issues to consider may include:

- hatred, fear and distrust of Laud
- the power/influence of parliament and MPs
- the decline in the power of the crown to defend favourites
- fear of his rescue
- mid point of Civil War seemed opportune moment to dispose of an enemy

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the belief in Divine Right mainly responsible for the tension between the Crown and Parliament in the period 1603-1642?

Candidates are expected to reach a substantiated and supported judgement about whether the belief in Divine Right was mainly responsible for the tension between the Crown and Parliament in the period 1603-1643.

The influence of the belief in Divine Right should be analysed and evaluated in relation to issues such as:

- monarchy's arrogant attitude to parliament and its demand for money to fight the Scots
- opposition by MPs and the development of their rights and privileges
- constitutional implications of outmoded belief in causing friction in relations between the Crown and Parliament
- personalities of James I and Charles I
- advice of favourites like Buckingham, Carr and Wentworth

The influence of the belief in Divine Right should be evaluated against other reasons for the tension between the Crown and Parliament. Some of the issues to discuss may include:

- financial problems
- religious policy
- the growing assertiveness of MPs
- foreign policy
- relations with Ireland (rebellion of 1641) and Scotland (Bishop's Wars 1638-1639)
- unpopularity of James I and Charles I
- unpopularity of royal favourites

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Protectorate the most significant development in government the period 1637-1660?

Candidates are expected to reach a substantiated and supported judgement about whether the Protectorate was the most significant development in government in the period 1637-1660.

The significance of the Protectorate should be analysed and evaluated in relation to issues such as:

- represented England's first political experiment in republicanism
- extension of the power of government over the whole kingdom
- establishing the office of Lord Protector and enhancing the authority of Cromwell
- to bring stability to troubled realm by establishing a standing army of 30,000
- to establish freedom of worship (except for papists)

The significance of the Protectorate should be evaluated against other developments in government in the period 1637-1660. Some of the issues to discuss may include:

- the Civil War
- the regicide
- the Rump and Barebones parliaments
- the rule of the Major-Generals
- the collapse of the republic
- the constitutional implications of the Instrument of Government
- foreign affairs and religious policy

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Clarendon Code the most significant development in the reign of Charles II?

Candidates are expected to reach a substantiated and supported judgement about whether the Clarendon Code was the most significant development in the reign of Charles II.

The significance of the Clarendon Code should be analysed and evaluated in relation to issues such as:

- establishing the power of monarchy to determine religious policy
- elimination of religious opposition to government/restored monarchy
- restoring the established Anglican Church
- ended toleration of radical religious groups and sects

The significance of the Clarendon Code should be evaluated against other developments in the reign of Charles II. Some of the issues to discuss may include:

- the development of parliamentary power and influence
- the decline in the power and authority of the crown
- the development of political ideas and party politics
- foreign affairs

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Leveller Movement the most significant development in religion, radicalism and dissent in the period 1645-1681?

Candidates are expected to reach a substantiated and supported judgement about whether the Leveller Movement was the most significant development in religion, radicalism and dissent in the period 1645-1681.

The influence of the Leveller Movement should be analysed and evaluated in relation to issues such as:

- rise of radicalism and dissent
- influence of Levellers within the army
- popularity of Leveller ideas
- Leveller propaganda and charisma of Leveller leaders

The significance of the Leveller Movement should be evaluated against other developments in religion, radicalism and dissent. Some of the issues to discuss may include:

- popularity of radicalism
- restoration of Anglican Church in 1660
- Cromwell and Charles II's failure to control radical ideas and groups
- encouragement of radical dissenters and dissenting groups during and after the Civil War followed by persecution after 1660.



GCE MARKING SCHEME

**HISTORY - UNIT HY1
AS/Advanced**

PERIOD STUDY 3

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND, c.1780-1886**

1231/03

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 3
ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c. 1780-1886

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was a demand for parliamentary reform after 1780.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was a demand for parliamentary reform after 1780. Some of the issues to consider may include:

- the defects and inadequacies of the old system
- the growth of radicalism
- the personal interest of the Younger Pitt
- Christopher Wyvill and the Yorkshire Association in 1780-1784
- the influence of the American and French revolutions
- The campaign for reform after 1830 can be credited

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Anti-Corn Law League was successful in achieving its aim.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Anti-Corn Law League was successful in achieving its aim. Some of the issues to consider may include:

- strong financial support
- a precise limited objective
- popularity of free trade
- well organised, effective pressure group by election successes in 1845

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why conditions in the factories were reformed.

Candidates are expected to show understanding of the inter-relationship of the reasons why conditions in the factories were reformed. Some of the issues to consider may include:

- failure of previous factory legislation
- humanitarian concern
- evangelical concerns
- Short Time Committees
- Select Committee and Commission on Factory Reform 1832-1833
- individual pressure: Fielder, Sadler, Shaftesbury

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Britain was able to defeat France by 1815.

Candidates are expected to show understanding of the inter-relationship of the reasons why Britain was able to defeat France by 1815. Some of the issues to consider may include:

- the supremacy of the Royal Navy
- superior leadership: Wellington/Nelson
- financial and economic strength
- French blunders
- subsidies to allies to maintain coalitions
- successful campaigns in Egypt and the Spanish peninsula
- the final conflict at Waterloo

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the French Revolution the most important influence upon parliamentary reform and politics 1780-1832?

Candidates are expected to reach a substantiated and supported judgement about whether the French Revolution was the most important influence upon parliamentary reform and politics.

The influence of the French Revolution should be analysed and evaluated in relation to issues such as:

- the fear it created in the government classes from the 1790s onwards
- the impact upon a credible radical movement
- the repressive legislation and policies of Pitt's government in the 1790s
- the impetus given to parliamentary and radical reform movements over the wider period
- its continuing impact upon policy after the end of the war in 1815

The influence of the French Revolution should be evaluated against other important influences on parliamentary reform and politics. Some of the issues to discuss may include:

- the early parliamentary reform movement
- the Younger Pitt's policies
- the responses of Lord Liverpool's government to the radical challenge
- the reform of the Liberal Tories
- the Reform Act Crisis 1830-1832

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was agricultural discontent mainly responsible for popular protest in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether agricultural discontent was mainly responsible for popular protest in the period 1815-1848.

The influence of agricultural discontent should be analysed and evaluated in relation to issues such as:

- the widespread agricultural protests in England 1830-1831 and their impact on the government
- the influence of Swing on poor law reform
- the breakdown on law and order in West Wales 1839-1842 and the effect on the government

The influence of agricultural discontent should be evaluated against other significant factors that led to popular protest. Some of the issues to discuss may include:

- urban risings like that in Merthyr
- trade union movement
- the Chartist movement
- the Anti-Corn Law League
- the Anti-Poor Law Movement

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the work of Edwin Chadwick the most significant influence upon social reform in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether Edwin Chadwick had the greatest influence on social reform in the period 1815-1848.

The work of Edwin Chadwick should be analysed and evaluated in relation to issues such as:

- Chadwick's Poor Law Report as the basis of poor law legislation
- the impact of Chadwick's Report on Sanitary Conditions 1842
- his involvement in poor law and public health administration

The influence of Edwin Chadwick should be evaluated against other significant influences on social reform. Some of the issues to discuss may include:

- the influence of humanitarians and religion
- the concept of utilitarianism: social policy has to offer either reward or punishment
- importance of the exceptional rule, thorough investigation and efficient central authority
- government investigations including royal commissions
- the influence of campaigns and pressure groups
- general concerns about conditions in the industrial towns

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the maintenance of the balance of power the most important influence on British foreign policy in the period 1793-1841?

Candidates are expected to reach a substantiated and supported judgement about whether the maintenance of the balance of power was the most important influence on British foreign policy 1793-1841.

The influence of the maintenance of the balance of power should be analysed and evaluated in relation to issues such as:

- the danger of Europe being dominated by one super power and its likely impact upon the economically and strategically important Low Countries
- the reduction of French power during the wars and after
- the issue of the Spanish colonies
- the balance of power in the Middle East and South East Europe
- Russian power and influence in these regions

The influence of the maintenance of the balance of power should be evaluated against other important influences on British foreign policy. Some of the issues to discuss may include:

- the wars against France 1793-1815
- the Eastern Question
- Congress of Vienna
- trade and commercial interests
- strategic interests
- liberal and nationalist movements in Europe



GCE MARKING SCHEME

**HISTORY - UNIT HY1
AS/Advanced**

PERIOD STUDY 4

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND, c. 1880-1980**

1231/04

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 4
ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c.1880-1980

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was a General Strike in 1926.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was a General Strike in 1926. Some of the issues to consider may include:

- post war decline / foreign competition leading to industrial difficulties
- union reaction to Government cuts and privatisation.
- failure of various Commissions to placate the needs of the miners
- the willingness of other unions to support the miners.
- union militancy
- government action in provoking the strike
- the failure of last minute talks to avoid conflict

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there were tensions between Britain and Germany before 1914.

Candidates are expected to show understanding of the inter-relationship of the reasons why there were tensions between Britain and Germany before 1914. Some of the issues to consider may include:

- Britain's established position on Europe
- the need to protect the British Empire as well as the German Empire
- the need to preserve the balance of power
- the misunderstandings relating to ententes and alliances
- the naval race
- the long-term growth of a united Germany

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the House of Lords was reformed in 1911.

Candidates are expected to show understanding of the inter-relationship of the reasons why the House of Lords was reformed in 1911. Some of the issues to consider may include:

- the need to pass social reform and the reluctance of the Lords to do so
- the need to secure control of the Budget by the House of Commons
- issues relation to income tax
- the increase in Parliamentary democracy
- re-assess Parliamentary representation and power
- ideas and beliefs of individuals such as Lloyd George

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Suffragette movement gained support before 1914.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Suffragette movement gained support before 1914.. Some of the issues to consider may include:

- prominent and vocal leadership
- the sympathetic response to acts such as Emily Davison's Derby martyrdom
- the sympathy gained as a result of Government action such as the Cat and Mouse Act
- the moral argument at the time
- press support
- the support of prominent individuals

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did war have the greatest impact on the lives of the people of Wales and England 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about whether war had the greatest impact on the lives of the people of Wales and England 1880-1929.

The impact of war on the lives of the people of Wales and England should be analysed and evaluated in relation to issues such as:

- lessons learned as a result of the Boer War
- The need for National Efficiency
- organisation and direction of labour during the Great War
- the social and economic impact of total war

The impact of war should be evaluated against other important influences on people's lives in Wales and England in this period. Some of the issues to discuss may include:

- the impact of the decline in Britain's economic situation.
- the impact of social surveys and the search for efficiency.
- the impact from industrial unrest and upheaval.
- Liberal social reforms
- educating the nation
- improving the lives of children / elderly
- tackling poverty.

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the fear of Russia the most important influence on British foreign policy between 1902-1939?

Candidates are expected to reach a substantiated and supported judgement about whether the fear of Russia was the most important influence on British foreign policy between 1902-1939.

The influence of the fear of Russia should be analysed and evaluated in relation to issues such as:

- post First World War military concerns
- the fear of Russian expansion
- Russia's relationship with Japan
- the rise of communism

The influence of the fear of Russia should be evaluated against other major factors which influenced British foreign policy in this period. Some of the issues to discuss may include:

- Empire (which may, or may not be linked with economic issues)
- the desire for isolation
- Ententes and Alliances
- war-weariness and the need to avoid war at all cost
- the fear of other nations such as Germany
- the desire for Collective Security and co-operation through the League of Nations

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the formation of coalition governments the most important development in British party politics from 1900-1940?

Candidates are expected to reach a substantiated and supported judgement about whether the formation of coalition governments was the most important development in British party politics from 1900-1940.

The formation of coalition governments should be analysed and evaluated in relation to issues such as:

- the forming and impact of coalitions during the Great War
- the continuation and impact of the coalition during 1918-1922
- the role of the National Government as a coalition during the depression years

The formation of coalition governments should be evaluated against other important features of British party politics in this period. Some of the issues to discuss may include:

- the reform of the House of Lords 1911
- the emergence and development of the Labour Party
- the establishment of the National government
- the demise of the Liberal party as a separate issue
- the rise and fall of prominent governments and political figures.
- the dominance of the Conservative Party in the period
- the rise of minority parties.

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the First World War the most important development in changing attitudes towards the role and status of women 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about how far the First World War was the most important development in changing attitudes towards the role and status of women 1880-1929.

The influence of the First World War in changing attitudes towards the role and status of women should be analysed and evaluated in relation to issues such as:

- women's role in the munitions factories
- women's contribution to the armed forces
- the changing attitude of the Suffragette movement during the war

The influence of the First World War in changing attitudes towards women should be evaluated against other factors responsible for changing attitudes in this period. Some of the issues to discuss may include:

- the change in attitude of the various governments or individuals across the period
- the influence of the Suffragettes
- the influence of the Suffragists.
- changing educational opportunities
- influence of social change in the 1920s.
- the high points of the extension of the franchise in 1918-1928



GCE MARKING SCHEME

**HISTORY - UNIT HY1
AS/Advanced**

PERIOD STUDY 5

**ASPECTS OF THE HISTORY OF EUROPE,
c.1515-1621**

1231/05

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 5
ASPECTS OF THE HISTORY OF EUROPE, c1515-1621

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Ottoman Empire was a threat to the Hapsburgs.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Ottoman Empire was a threat to the Hapsburgs. Some of the issues to consider may include:

- the Hapsburgs viewed the Ottoman Empire as a threat because of its superior wealth and strength.
- Sultans were obliged to promote the acquisition of new territory and this threatened Europe.
- the attack on Hungary threatened Charles V's brother in law, King Lewis
- the attack on Vienna threatened the Holy Roman Empire and therefore brought forth a reaction from the Hapsburgs
- the threat also involved extensive raids in the Mediterranean by the Empire's navy this attacked trade and control of a vital sea.
- the Hapsburg dynasty with Charles V at its head was committed to defending Christendom

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was demand for reform the Catholic Church.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was demand to reform the Catholic Church. Some of the issues to consider may include:

- that there was an historical debate on the abuses and corrupt practices of the Catholic Church which included the practices of pluralism, nepotism, simony, faith, in holy relics and 'good works' and the reputation of some popes
- Humanists stimulated by new thinking of the Renaissance encouraged debate on reform
- Germany displayed social, economic and political desire for reform.
- the issue of indulgence selling was highlighted by Tetzal and Luther
- the Papacy was slow in its reaction to the demand for reform of the obvious corrupt practices within the Catholic Church

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was Hapsburg-Valois rivalry in Italy in the period 1515-1547.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was Hapsburg-Valois rivalry in Italy in the period 1515-1547. Some of the issues to consider may include:

- Francis I's main aim in foreign policy centred on acquisition of territory in Italy, particularly in the Duchy of Milan
- after the accession of Charles V France felt encircled by the power of the Hapsburgs and wanted to expand in Italy.
- the rivalry intensified after Charles was elected Holy Roman Empire
- early success in Italy was followed by failure and Francis I's sons were held in captivity by Charles V.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Spanish were able to conquer the New World.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Spanish were able to conquer the New World. Some of the issues to consider may include:

- superior military ability and weapons, especially gunpowder and horses
- the bravado of the Conquistadores who had much to gain and little to lose from the adventure.
- the financial support of the monarch
- the Aztecs in Mexico were a dynasty unable to adjust to European attack.
- the logistic ability to travel and service a New World military expedition
- the failure of the Incas to resist limited numbers of Spanish soldiers
- religious support, encouragement and blessing from the Catholic Church

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was military strength mainly responsible for Ottoman expansion into Europe in the period 1520-1571?

Candidates are expected to reach a substantiated and supported judgement about whether military strength can be considered mainly responsible for Ottoman expansion into Europe, 1520-1571.

The influence of Ottoman military strength as a major cause of that empire's expansion into Europe should be analysed and evaluated in relation to issues such as:

- the superior fighting power of elite troops such as the janissaries.
- the strength and success of the navy and commanders such as Barbarossa
- the interaction between a successful navy and strong army
- the more limited capabilities of Western Europe's mercenary fighting force.

The influence of military strength as a factor in Ottoman expansion into Europe should be evaluated against other factors that were responsible for the Ottomans being able to expand into Europe in this period. Some of the issues to discuss may include:

- the leadership of the Sultans
- the 'raison d'être' for the Ottoman Empire was the existence of summer military campaigns.
- the administration structure of the Empire supported expansion
- the great wealth of the Empire sustained conquest
- the lack of a unified response from Europe also aided Ottoman expansion

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the printing press mainly responsible for the development of the German Reformation, 1517-1555?

Candidates are expected to reach a substantiated and supported judgement about whether the printing press was mainly responsible for the development of the German Reformation.

The influence of the printing press as a factor in the development of the German Reformation should be analysed and evaluated in relation to issues such as:

- it made Luther's 95 Theses readily available to literate Germans
- it made possible the printing and rapid dissemination of Luther's Critical Tracts.
- it produced vast numbers of cheap woodcut illustrations for the illiterate
- it encouraged the production of publications which used the vernacular and so understanding was possible
- also it negated the need to have a priest as an intermediate

The influence of the printing press should be evaluated against other factors that helped in the development of the German Reformation in this period. Some of the issues to discuss may include:

- support from the peasants, cities and princes
- the uncoordinated response of opposition from the papacy
- economic, social and political grievances of Germans
- the reaction of Charles V and reform
- the role of other key individuals

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Renaissance culture the most significant influence on France in the period 1515-1547?

Candidates are expected to reach a substantiated and supported judgement about whether Renaissance culture was the most significant influence on France in the reign of Francis I, 1515-1547.

The influence of Renaissance culture should be analysed and evaluated in relation to issues such as:

- Francis I's lavish expenditure on architecture and the arts
- Francis I status and power as a Renaissance prince
- the development of a lavish court
- the accommodation of artists such as Leonardo da Vinci
- the development of the library at Fontainebleau

The influence of Renaissance culture should be evaluated against other important influences on France in the period 1515-1547. Some of the issues to discuss may include:

- the rivalry with the Hapsburgs
- social and religious issues
- problems were caused by the nature of Francis I's government
- the growing power of acting as a Renaissance prince added to his pressure.
- problems with finance

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far did Charles V's role as Holy Roman Emperor make the most significant impact on Spain in the period 1516-1556?

Candidates are expected to reach a substantiated and supported judgement about whether Charles V's role as Holy Roman Emperor had the most significant impact on Spain in the period 1516-1556.

The influence of Charles V's role as Holy Roman Emperor should be analysed and evaluated in relation to issues such as:

- his absence from Spain early in his reign which led to unpopularity
- his absence from Spain at the Diet of Worms in 1521 and at the time of revolt in Spain
- the cost in time, energy and money for Spain of his role as Holy Roman Emperor
- also Spain's fractured relationship with Rome because of Charles V's power
- Charles' endeavour to act as the 'Champion of Christendom' against the Ottoman Turk also impacted on Spain.

Charles V's role as Holy Roman Emperor should also be evaluated against other important factors which impacted on Spain during the period. Some of the issues to discuss may include:

- Hapsburg/Valois rivalry
- colonial efficiency and exploitation
- political and social problems in Spain.
- problems with finance
- governorship of the Low Countries
- Renaissance culture



GCE MARKING SCHEME

HISTORY - UNIT HY1

**PERIOD STUDY 6
ASPECTS OF THE HISTORY OF EUROPE,
c. 1696-1815**

1231/06

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 6
ASPECTS OF THE HISTORY OF EUROPE, c. 1696-1815

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the battle of Poltava in 1709 was important for Russia.

Candidates are expected to show understanding of the inter-relationship of the reasons why the battle of Poltava was important for Russia. Some of the issues to consider may include:

- challenge effectively the power of Sweden
- secure Russia from the threat of invasion by Sweden
- mark the emergence of Prussia as great European power
- ensure that elements of the nobility were occupied and did not pose a threat to the Tsar

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Frederick the Great reformed the legal system in Prussia.

Candidates are expected to show understanding of the inter-relationship of the reasons why Frederick the Great reformed the legal system in Prussia. Some of the issues to consider may include:

- the desire to modernise the Prussian state
- impact of some of the ideas of the enlightenment
- streamline the administrative systems of the state making them more efficient
- facilitate developments in other areas.

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Charles VI faced problems with the issue of succession.

Candidates are expected to show understanding of the inter-relationship of the reasons why Charles VI faced problems with the issue of succession. Some of the issues to consider may include:

- issues relating to the Salic Law within the Hapsburg Empire.
- the need to ensure that the territorial integrity of the Hapsburg Empire was maintained when Maria Theresa succeeded to the throne.
- the urgent need to seize the initiative where the succession was concerned
- reduce or minimise the propensity to plot among key figures within the Empire

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Seven Years War broke out in 1756.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Seven Years War broke out in 1756. Some of the issues to consider may include:

- consideration of the dynamics of the relations between Britain and France.
- issues relating to the Diplomatic revolution.
- colonial tensions and issues in India and North America
- tensions between Austria and Prussia.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were the reforms of the church the most significant development of Peter the Great's reign, 1696-1725?

Candidates are expected to reach a substantiated and supported judgement about the extent to which the reforms of the church were the most significant development of Peter the Great's reign, 1696-1725.

The significance of Peter's reforms of the church should be analysed and evaluated in relation to issues such as:

- modernising the state
- enforcing the authority of the Czar on a powerful source of authority
- enforcing the precept of absolutism within the state

The significance of Peter's reforms of the church should be evaluated against other developments that were significant in Russia in this period. Some of the issues to discuss may include:

- military and territorial developments and expansion
- social, legal and economic changes
- the reform of the nobility
- the policy of Westernisation

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were changes in the Prussian economy the most significant development of Frederick the Great's reign?

Candidates are expected to reach a substantiated and supported judgement about whether changes in the Prussian economy were the most significant development of Frederick the Great's reign.

The significance of changes in the Prussian economy should be analysed and evaluated in relation to issues such as:

- increasing the wealth and power of the state.
- enabling far greater expansion and development of the military
- enhancing Prussia's status as a significant European power.

The significance of changes in the Prussian economy should be evaluated against other significant developments in Frederick the Great's reign. Some of the issues to discuss may include:

- the growth and expansion of the state via Frederick's foreign policy – wars and alliances.
- the impact of political stability
- legal, religious, educational and administrative reforms
- enlightened policy regarding immigration

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were Maria Theresa's domestic reforms the most significant development in the Hapsburg Empire during the period 1711-1780?

Candidates are expected to reach a substantiated and supported judgement about whether the domestic reforms made by Maria Theresa were the most significant development in the Hapsburg Empire during the period 1711-1780.

The domestic reforms made by Maria Theresa should be analysed and evaluated in relation to issues such as:

- improving the efficiency of the state
- their impact upon making the state more powerful
- the impact of enlightened thought upon Maria Theresa
- their contribution to securing absolutism

Maria Theresa's domestic reforms should be evaluated against other important developments during the period. Some of the issues to discuss may include:

- issues with Hungary, and the first partition of Poland 1772
- the loss of Silesia and subsequent attempts to recover it – the War of Austrian Succession
- the Diplomatic revolution
- Maria Theresa's foreign policy

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did the War of Austrian Succession have the most significant impact on international relations between 1710-1756?

Candidates are expected to reach a substantiated and supported judgement about whether the War of Austrian Succession had the most significant impact on international relations between 1710-1756.

The impact of the War of Austrian Succession on international relations between 1710-1756 should be analysed and evaluated in relation to issues such as:

- how the war changed the dynamic of relations between key European powers
- the impact of the war had on the balance of power in Europe
- the impact the war had on diplomacy in the 1740s and 50s.
- territorial changes resulting from the War.

The impact of the War of Austrian Succession should be set against other significant influences on international relations in this period. Some of the issues to discuss may include:

- the Diplomatic revolution
- Britain and her relations with the continental powers
- the growing ambitions of Prussia
- the impact of other wars such as the Great Northern War, War of Spanish succession
- changes in the balance of power.



GCE MARKING SCHEME

**HISTORY - UNIT HY1
AS/Advanced**

PERIOD STUDY 7

**ASPECTS OF THE HISTORY OF EUROPE,
c. 1815-1917**

1231/07

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 7
ASPECTS OF THE HISTORY OF EUROPE, c. 1815-1917

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Vienna Settlement caused tensions in Europe.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Vienna Settlement caused tensions in Europe. Some of the issues to consider may include:

- the Treaty of Vienna did not resolve all the problems facing the powers and created others
- nationalist interests were ignored
- the principle of legitimacy
- individual national aspirations led to the emergence of divergent views regarding the future of Europe
- the Vienna Settlement was more concerned with the maintenance of order and the prevention of revolution
- aspects of the territorial settlement

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why France became involved in Italian affairs after 1858

Candidates are expected to show understanding of the inter-relationship of the reasons why France became involved in Italian affairs after 1858. Some of the issues to consider may include:

- the ambitions of Napoleon III
- the Orsini plot
- the Plombieres Agreement
- France and the war of 1859
- the issue of Rome
- need for support from Catholics in France

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there were obstacles to German unification up to 1848.

Candidates are expected to show understanding of the inter-relationship of the reasons why there were obstacles to German unification up to 1848. Some of the issues to consider may include:

- regional differences between the Germanic states
- different nationalist solutions
- Metternich and the position of Austria
- the failure of the 1848 revolutions
- Austro-Prussian rivalry

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Russian expansion was opposed by the Great Powers.

Candidates are expected to show understanding of the inter-relationship of the reasons why Russian expansion was opposed by the Great Powers. Some of the issues to consider may include:

- general hostility towards Russia
- the interests of the Great Powers in the fate of Turkey and the need to protect the Ottoman Empire
- Britain's commercial interests in the Near East
- concern to maintain the freedom of the Straits and the route to India
- France's North African ambitions
- Austrian anxiety to prevent an extension of Russian influence
- the rejection of Russia's claim to protect Greek Orthodox subjects

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|--|
| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the maintenance of autocratic government the most important influence on Europe in the period 1815-1856?

Candidates are expected to reach a substantiated and supported judgement about whether the maintenance of autocratic government was the most important influence on Europe in the period 1815-1856.

The influence of the maintenance of autocratic government should be analysed and evaluated in relation to issues such as:

- Vienna re-established a period of political conservatism in Europe through the principle of legitimacy
- the distrust of liberalism and nationalism
- the information of the Holy Alliance
- Metternich's attempts to 'put the clock back'
- autocratic government within the 'concept of Europe'

The influence of the maintenance of autocratic government should be evaluated against other influences that affected international relations in Europe in this period. Some of the issues to discuss may include:

- the Vienna Settlement
- the concept of the Concert of Europe and the Congress System
- national self-interest which led to the growth of divergent views amongst the Powers
- nationalism and liberalism
- the outbreak of revolution

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did Garibaldi make the most significant contribution to Italian unification in the period 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether Garibaldi made the most significant contribution to Italian unification in the period 1830-1871.

The contribution of Garibaldi should be analysed and evaluated in relation to issues such as:

- his influence as an adventurer and national patriot
- the influence of Mazzini
- his role in the war of 1859
- Garibaldi, the Thousand and the South
- Garibaldi and Rome

Garibaldi's contribution should be evaluated against other factors that were also significant in the process of Italian unification. Some of the issues to discuss may include:

- the roles of key personalities like Victor Emmanuel, Mazzini and Cavour
- the impact of the growing nationalist movement in Italy
- diplomatic, political, economic and social developments in the peninsula
- the contribution of foreign aid from Britain and France
- the changing nature of the international situation
- military events which impacted on the process of unification

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Prussian economic power the most important influence on the process of German unification between 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether Prussian economic power was the most important influence upon the process of German unification between 1830-1871.

The importance of Prussian economic power on the process of German unification should be analysed and evaluated in relation to issues such as:

- Prussian natural resources
- the Zollverein
- industrialisation and Railway construction
- German Empire founded upon 'coal and iron'
- Prussian economic domination of Germany

The influence of Prussian economic power should be evaluated against other important factors in the process of German unification in this period. Some of the issues to discuss may include:

- lessons learnt from the failure of the German Confederation and the Frankfurt assembly
- the role played by Bismarck
- the favourable international situation
- Austro/Prussian rivalry leading to Austrian decline and exclusion
- the military strength of Prussia and the various wars fought
- the influence of nationalist movements in Germany and the difference solutions for the future of Germany

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far did commercial rivalry have the most significant influence on the Eastern Question between 1815-1856?

Candidates are expected to reach a substantiated and supported judgement about whether commercial rivalry was the most significant influence on the Eastern Question, 1815-1856.

The influence of commercial rivalry should be analysed and evaluated in relation to issues such as:

- the desire of Russia to extend her spheres of influence in the Balkans at the expense of Turkey
- Constantinople, the Straits, and the eastern Mediterranean
- The steady growth of British trade and investments in Turkey after 1815
- French commercial links with Turkey
- The expansion of British and French trade, finance and technical assistance in the area
- Revolts and uprisings which threatened those commercial interests

The influence of commercial rivalry should be evaluated against other important factors which impacted on the Eastern Question. Some of the issues to discuss may include:

- the general decline of the Ottoman empire and the expansion of Russia into South eastern Europe
- territorial, economic and strategic interests affecting national self-interest
- the outbreak of revolts
- Unkiar Skelessi and the Straits Convention
- the Crimean War
- factors particular to individual countries which led to a conflict of interests



GCE MARKING SCHEME

**HISTORY - UNIT HY1
AS/Advanced**

PERIOD STUDY 8

**ASPECTS OF THE HISTORY OF EUROPE,
c.1878-1989**

1231/08

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 8
ASPECTS OF THE HISTORY OF EUROPE, c.1878-1989

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

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| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Alliance system was established.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Alliance system was established. Some of the issues to consider may include:

- the impact of the Congress of Berlin upon relations between the powers
- the Bismarckian system
- security and isolation
- treaties and alliances
- more immediate issues which led to changes in relations between the powers

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Germany went to war 1914.

Candidates are expected to show understanding of the inter-relationship of the reasons why Germany went to war in 1914. Some of the issues to consider may include:

- German foreign policy
- general fear of encirclement
- Weltpolitik
- the arms race
- the Triple Alliance
- the blank cheque to Austria
- militarism and the Schieffen Plan

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the relationship between the Church and State deteriorated after 1929.

Candidates are expected to show understanding of the inter-relationship of the reasons why the relationship between Church and State deteriorated after 1929. Some of the issues to consider may include:

- the complex relationship between Church and State
- the anti clericalism of the Fascist leadership
- the crisis over Catholic Action 1931
- the rift over Anti Semitism in 1938
- Papal encyclical: 'Non Abbiamo Bisogno'
- the role of Cardinal Schuster
- the influence of the Church in Italy

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Stalin won the struggle for power in Russia between 1924-1929.

Candidates are expected to show understanding of the inter-relationship of the reasons why Stalin won the struggle for power in Russia between 1924-1929. Some of the issues to consider may include:

- support for Stalin's policy changes
- Stalin's control of the party machine:
- Stalin outmanoeuvred his opponents
- Trotsky's weakness and errors of judgement
- Stalin was underestimated by his opponents

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

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| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Balkan nationalism mainly responsible for international tensions in the period 1878-1914?

Candidates are expected to reach a substantiated and supported judgement about whether Balkan nationalism was mainly responsible for international tensions in this period.

The influence of Balkan nationalism in causing international tensions should be analysed and evaluated in relation to issues such as:

- general background factors such as Balkan nationalist aspirations
- Slavic militancy
- the whole of Serbia
- the condition of the Austro-Hungarian Empire
- growing political and economic rivalry
- more immediate issues such as annexation, the Balkan Wars and the assassination of Franz Ferdinand and ultimatum.

The influence of Balkan nationalism in causing international tensions should be evaluated against other causes of tension. Some of the issues to discuss may include:

- the Congress of Berlin
- German ambition including imperialism and general militarism
- the impact of the policy *Weltpolitik*
- specific issues which led to Great Power rivalries
- the arms and naval races and colonial rivalry and the role they played in poisoning international relations
- immediate issues like the assassination crisis.

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the dismissal of Bismarck in 1890 the most significant influence upon the development of Germany between 1878-1919?

Candidates are expected to reach a substantiated and supported judgement about whether the dismissal of Bismarck in 1890 was the most significant influence upon the development of Germany between 1878-1919.

The influence of the dismissal of Bismarck should be analysed and evaluated in relation to issues such as:

- the fact that the diplomatic future of Germany lay in the hands of lesser men
- power passed to an unstable and irresponsible monarch
- Wilhelm inherited some thorny problems
- the principles of Bismarckian Germany were destroyed
- Bismarck did not create the eastern European tensions that erupted in 1914
- Wilhelm II allowed the Reinsurance Treaty to lapse
- the new course in domestic politics under Caprivi

The dismissal of Bismarck should be evaluated against other developments that were significant in Germany in this period. Some of the issues to discuss may include:

- Bismarck's domestic and foreign policy
- the policies of Wilhelm II
- Weltpolitik
- the impact of war and the treatment of Germany in 1919
- German economic growth
- other developments within German society such as the growth of authoritarianism and tolerance.

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did the use of propaganda by the Fascists have the greatest impact on the Italian people between 1922-1944?

Candidates are expected to reach a substantiated and supported judgement about whether the use of propaganda by the Fascists had the greatest impact on the Italian people between 1922-1944.

The importance of Fascist propaganda upon the Italian people in should be analysed and evaluated in relation to issues such as:

- the Cult of Mussolini
- the Ministry of Popular Culture
- propaganda and the media
- mass activities
- propaganda and culture
- propaganda and the consolidation of power

The influence of the use of propaganda on the people of Italy should be evaluated against other factors that made an impact on the Italian people. Some of the issues to discuss may include:

- the ideology and policies and personality of Mussolini
- the transformation of the political system through a battery of repressive laws
- the control of institutions which projected attitudes
- successful domestic policies in the political, social, economic and cultural areas
- foreign policy initiatives which helped establish the Fascist state.

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the peasantry the group most affected during the Communist Revolution in Russia in the period 1917-1941?

Candidates are expected to reach a substantiated and supported judgement about whether the Russian peasantry were the group most affected during the Communist Revolution in Russia in the period 1917-1941.

The impact on the peasantry as a group during the Communist Revolution in Russia should be analysed and evaluated in relation to issues such as:

- the idea that the route to socialism was through industrialisation
- changes were administered through a command economy
- target setting and propaganda
- planning and performance
- intimidation and fear instigated by managers
- the impact upon the urban workers

The impact on the peasantry as a group during the Communist Revolution in Russia should be evaluated against other affected groups in Russia in this period. Some of the issues to discuss may include:

- industrial workers
- political opponents
- women and family life
- politicians
- artists and film makers
- young people
- religion