GCE AS MARKING SCHEME

SUMMER 2023

HISTORY - UNIT 2
DEPTH STUDIES 1–4: BRITISH HISTORY

2100U10-1
2100U20-1
2100U30-1
2100U40-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

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

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

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AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	**26–30 marks**	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	**21–25 marks**	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	**16–20 marks**	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	**11–15 marks**	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	**6–10 marks**	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	**1–5 marks**	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

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Depth study 1: The mid-Tudor crisis in Wales and England, c.1529–1570
Part 1: Problems, threats and challenges, c.1529–1553

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying faction and its impact during the period from 1540 to 1552.** **[30]**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **faction and its impact during the period from 1540 to 1552**. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Thomas Cromwell, Henry VIII's former chief minister, in a letter to the king that was written while Cromwell was a prisoner in the Tower of London (June 1540)

Prostrate at your Majesty's feet, I have heard that I have been accused of treason. I never in all my life thought to displease your Majesty, much less to do or say anything to offend Your Grace. Your Grace knows my accusers, God forgive them. If it were in my power to make you live forever, God knows I would; or to make you so rich that you should enrich all men, or so powerful that all the world should obey you. For your Majesty has been most bountiful to me, and more like a father than a master. I ask you mercy where I have offended. If I had obeyed your often most gracious counsels I would not be in this position. I have done my best, and no one can justly accuse me of having done wrong. Written with the quaking hand and most sorrowful heart of your most sorrowful subject, and most humble servant and prisoner, this Saturday in the Tower. I plead for mercy, mercy, mercy.

Marking notes:

The general historical context associated with this source is faction and political rivalry at Court, while the specific historical context may include reference to the downfall of Thomas Cromwell. The source is the last letter sent by Cromwell to the king to explain the circumstances surrounding his fall from favour, and for him to plead for mercy. Cromwell does not name his enemies, but he draws the King's attention to their machinations in engineering his fall from power. The rest of the source reveals Cromwell's desperation and his use of flattery to try and persuade the King to spare his life. Cromwell highlights his work on behalf of the King, stating that he has always striven to do his best. He is confident in his assertion that he has done nothing wrong. His fall from grace is due to the machinations of his enemies at Court and in not listening to the King's advice.

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Source B Edward VI, in his diary, records the events surrounding the fall of the Duke of Somerset (28 October 1549)

Sir Philip Hoby, lately come from his embassy in Flanders to see his family, brought on his return a letter to the Protector [Somerset] which he delivered to him, another to me, another to my household, to declare his [Somerset's] faults, ambition, arrogance, entering into impulsive wars, negligence, enriching himself from my treasure, following his own opinions, and doing all by his own authority etc., which letters were openly read, and immediately the lords came to Windsor, took him and brought him through Holborn to the Tower. Afterwards, I came to Hampton Court where they appointed by my consent six lords of the Council to be attendant on me. Afterwards I came through London to Westminster. Lord Warwick [John Dudley] was made admiral of England. Sir Thomas Cheney was sent to the Emperor, Mr Nicholas Wootton was made secretary. The Lord Protector, by his own agreement and submission, lost his protectorship, treasureship, marshalship, all his possessions and nearly £2,000 of lands, by Act of Parliament.

Marking notes:

The general historical context associated with this source is the observations made by King Edward VI on affairs at Court; the specific historical context may include reference to the removal of Somerset from power. The young king reports on Hoby's 'gentle' letter from the opposite faction to Somerset. The fact that the teenage Edward makes specific reference to the 'tone' of the letter has significance. He does not believe Somerset's opponents are intent on destroying him. As befits extracts from a diary, Edward later refers to a significant change in the opposition's treatment of Somerset, namely, his arrest and imprisonment. These actions were contrary to promises made at the time. It is important to note that Edward did not intervene or even comment on the legality of the removal of Somerset from power. Reference is made to the promotion of faction leaders in the wake of Somerset's removal from power. Somerset and his supporters were replaced by Northumberland and his allies.

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Source C Henry Machyn, a London merchant, records in his private notes the significant tension surrounding the execution of the Duke of Somerset (January 1552). The execution had been ordered by John Dudley, who in 1551 had become the Duke of Northumberland.

On 22 January, soon after 8 o'clock in the morning, the Duke of Somerset was beheaded on Tower Hill. There was as great a company as has been seen, … the King's guard being there with their halberds [battle-axes], and a thousand more with halberds, and the two sheriffs there present to oversee the execution of my lord, and his head being cut off. Shortly after, his body was put into a coffin and carried into the Tower, and there buried in the chapel of St Peter's in the Tower of London. I beseech God to have mercy on his soul, Amen!

There was a sudden rumbling a little before he died, as if it had been guns shooting and great horses coming, so that a thousand fell to the ground for fear, for they who were at one side thought no other but that one was killing another, so that they fell down to the ground, one upon another with their halberds, some fell into the Tower ditch, and some ran away for fear.

Marking notes:

The general historic context associated with this source is of the impact of factional rivalry at Court; the specific historical context may include reference to Lord Protector Somerset's execution. This is an eyewitness account of Somerset's execution by a wealthy and well-connected London merchant. The extract highlights the destruction of Somerset by his factional rival Northumberland. Northumberland had been part of Somerset's government but this did not deter him from undermining his leader. At the very least Northumberland could be accused of gross disloyalty. The source draws attention to the impact of factional rivalry, specifically, the death of a faction leader. This highlights the risks and dangers associated with political rivalry; there is rarely a second chance. The extract indicates the ruthless planning and politicking that was a feature of Court life. The King is too young to intervene and settle political differences. It is clear also that lies and false promises were seemingly legitimate tools of the trade. Solemn oaths, sanctioned by the Church, were seemingly cast aside with ease.

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Depth study 2: Royalty, rebellion and republic c.1625–1660
Part 1: The pressure on the monarchy and the drift to civil war c.1625–1642

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the growth of tension and pressure in the early 1640s. [30]**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **the growth of tension and pressure in the early 1640s**. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The Petition of the House of Commons that accompanied the Remonstrance of the State of the Kingdom when it was presented to His Majesty at Hampton Court (1 December 1641)

Most gracious Sovereign, Your Majesty's most humble and faithful Subjects the Commons, in this present Parliament … with much thankfulness and joy, acknowledge the great mercy and favour of God, in giving your Majesty a safe and peaceable return out of Scotland into your Kingdom of England, where the pressing Dangers … of the State, have caused us with much earnestness, to desire the comfort of your gracious Presence, and likewise the Unity and Justice of your Royal Authority, to give more Life and Power to the Dutiful and Loyal Counsels and Endeavours of your Parliament, for the prevention of that eminent Ruin and Destruction wherein your Kingdoms of England and Scotland are threatened. The Duty which we owe to your Majesty, and our Country, cannot but make us very sensible and apprehensive, that the Malignity [severity] of those Evils under which we have many years suffered, are supported by a corrupt and ill-affected Royal Party, who amongst other mischievous Devices for the alteration of Religion and Government, have sought by many false Scandals … to disgrace our Proceedings, and to get themselves a Party and Faction amongst your Subjects.

Marking notes:

The general historical context associated with this source is political and constitutional tensions and the specific historical context may include reference to Parliament's attack on the King. The source is focused on the Grand Remonstrance which was a list of complaints and grievances against the Crown. This exacerbated tensions between Crown and Parliament. This may be evaluated as Parliamentary propaganda designed to embarrass the Crown. The Grand Remonstrance was drawn up by MPs and presented to the King to pressure him into addressing their grievances. This exacerbated the already tense relationship between the King and his Parliament. This was a significant development because the text was printed and circulated through London. This was designed to publicise the dispute to a wider audience, beyond King and Parliament. This would add to the pressure on the King to concede to Parliament's demands. The Grand Remonstrance was written in such a way as to hide its true intent. The document mixed praise for the King with serious complaints about his government, some of his senior ministers and policies.

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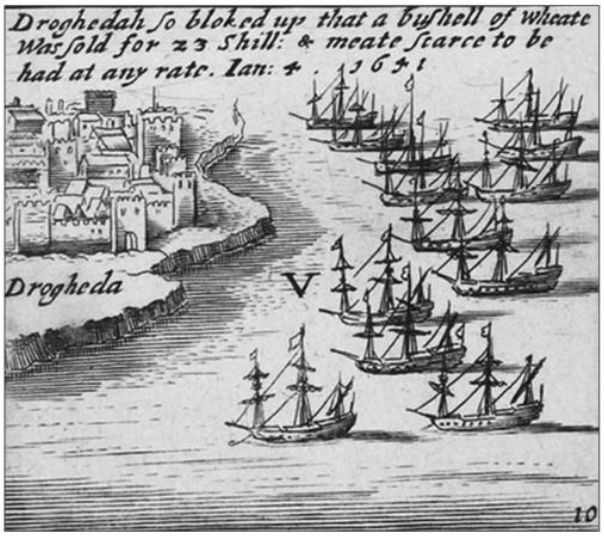
Source B

An image, drawn from contemporary eyewitness accounts, depicting the siege of Drogheda between December 1641 and March 1642. As indicated in the centre of the image, it is illustration V in the picture book *The teares of Ireland* (1642).

The inscription reads: Droghedah so bloked [blocked] up that a bushell of wheate was sold for 23 Shill [shillings]: & meate scarce to be had at any rate [price]. Jan: 4. 1641 [this date refers to the old calendar, when the New Year did not begin until 25 March].



Marking notes:

The general historical context associated with this source is tension and conflict in Ireland and the specific historical context may include reference to the English siege and blockade of Drogheda. The source is a powerful piece of propaganda which depicts scenes of the Irish rebellion. In this instance is shows the economic pressures brought to bear on the rebels by blockading the port of Drogheda. contains images of massacres in the Irish Rebellion of 1641. This may be evaluated as Protestant propaganda highlighting the barbaric behaviour of the Catholic Irish. The source reveals much about the religious tensions between Protestant settlers and Catholic natives in Ireland which exploded into violence. The Crown was either unwilling or unable to comprehend the scale of the hatred between Catholics and Protestants. The pressure of state-sponsored Protestant plantation in Ireland led to social and economic tensions which eventually led to armed conflict. A reluctant government was forced to intervene with an army to suppress the rebellion. This was costly and added to the financial pressures on the Crown's already weak finances. The sources suggest that some blame can be attached to King's governors for misgovernment. The Crown's representatives contributed to escalating tensions by a combination of, at best, mismanagement and, at worst, corruption.

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Source C House of Lords journal (4 January 1642). Following this, Charles I attempted to have the five members of the Commons arrested.

The Occasion of this Conference [the King taking the Speaker's chair in the Commons] was to put their Lordships in Mind that last Night, the House of Commons informed their Lordships of a Guard of Soldiers, which were in a Warlike Manner at Whitehall, near the Houses of Parliament. The House of Commons have met with [been made aware of] a scandalous Paper, as was published abroad, to the Scandal of some Members of both Houses. The Paper, being read, contained Articles of High Treason and High Misdemeanours against the Lord Kymbolton, and the five Members of this House of Commons: Denzill Hollis, Esquire, Sir Arthur Haslerigg, John Pym, Esquire, John Hampden, Esquire, and William Stroude, Esquire.

Marking notes:

The general historical context associated with this source is the political tensions arising between Crown and Parliament and the specific historical context may include reference to the role of the House of Lords. The source is a contemporary diary of events recorded in the Lord's Journal. It is important in highlighting tensions between king and parliament. The Journal makes reference to the King entering the House of Commons with an armed escort to arrest five members of the House for their outspokenness and opposition. The King entering the Commons found that 'the birds have flown'. The long period of tension between crown and parliament turned to conflict as the King put pressure on members of both Houses of Parliament to submit to his orders. The journal entry makes clear that there was also some opposition to the King in the House of Lords. This was significant because it was the first use of royal troops to intimidate Members of Parliament. This left the King open to accusations of tyranny and dictatorship. The time for talking had come to an end.

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Depth study 3: Reform and protest in Wales and England c.1783–1848
Part 1: Radicalism and the fight for parliamentary reform c.1783–1832

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the reaction of government to popular protest during the period from 1792 to 1819. [30]**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying the reaction of government to popular protest during the period from 1792 to 1819. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Parson James Woodforde, a Norfolk Anglican clergyman, writing in his diary (8 December 1792)

Our newspapers … [contain] alarming accounts of riots daily expected in many parts of the kingdom, including London: a fresh proclamation from the King on the present affairs is expected; the Tower of London is putting [in place] a double guard at the Tower and at the Bank; some people sent to the Tower for high treason; Militia ordered to be assembled; a meeting of the Norfolk Magistrates on Tuesday next at Norwich; Norfolk Militia to meet on Monday next ...

[There is] every appearance at present of troublesome times being at hand, and which chiefly are set on foot by the troubles in France. Pray God however to prevent all bad designs [plots] against old England and may we enjoy peace. Parliament meets on Thursday next. Revolution clubs everywhere are much suppressed and Corresponding Societies [are] daily increasing all over the Kingdom.

Marking notes:

The general context for Source A is the impact of the French Revolution which, by 1792, had taken a more radical turn. The specific context here was the reaction in Britain and the inspiration given to the radical movement. Woodforde refers to the revolution clubs and constitutional societies as well as the measures taken by the government. The source is a diary and therefore has value for the firsthand nature of the account – Woodforde is clearly well informed from newspaper accounts and, as a Norfolk clergyman, he is aware of local measures taken to quell unrest (e.g. the militia). The source is valuable in giving an impression of the uncertainty created by the events in France as well as the reaction of a patriotic clergyman who reveals his loyalist nature – the reference to ‘Old England’ and implicit approval of government measures. As Woodforde is a member of the Church of England there may be some comment on the role of the established Church as a pillar of eighteenth-century society.

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Source B Earl Fitzwilliam, Lord-Lieutenant of the West Riding of Yorkshire, in a private letter to the Home Secretary, Viscount Sidmouth, about the Derbyshire rising (June 1817)

There certainly prevails very generally in the country a strong and decided opinion that most of the events that have recently occurred in the country are to be attributed to the presence and active agitation of [the spy] Mr Oliver. He is considered as the main spring from which every movement has taken its rise. All the agitators in the country have considered themselves as subordinate members of a great leading body of revolutionists in London, as co-operating with that body for one general purpose, and in this view to be under its instructions and directions, communicated by some delegate appointed for the purpose. Had not then a person pretending to come from that body and for that purpose made his appearance in the country, probably no movement whatever would have occurred.

Marking notes:

The general context of Source B is the post-war distress and the popular protest of that time. The specific context is the Derbyshire Rising (also known as the Pentrich Rising) and the use of government spies (Oliver) which, in the absence of a police force, was a well-worn method used by the Home Office to acquire intelligence. The attribution refers to Sidmouth, the Home Secretary, so there will likely be comments on the context of government responses to popular protest. This is a confidential letter from a member of the establishment, occupying an important local position of authority. The source therefore has great value in understanding the viewpoint of the ruling class. The belief in the existence of a revolutionary threat is clear enough but so is the view that Oliver the spy has fomented the uprising.

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Source C

George Cruikshank, a British caricaturist, comments on the Six Acts (1819) in the satirical cartoon “A Free Born Englishman! The admiration of the World!!! And the envy of surrounding nations!!!!!” (December 1819)

The writing on the path is “Free discussion”, on the letter held by the man it is “Freedom of the press. Transportation”. His lips are sealed with a padlock inscribed with “No Grumbling”, and he stands on the “Bill of Rights” and “Magna Charta” [Carta]. The axe is labelled “Law of Libel”.

Marking notes:

The general context of Source C is the continuing post war agitation. The specific context is revealed by the date and the attribution – the passage of the Six Acts and the reaction to Peterloo. The cartoon effectively portrays how an English citizen is shackled and muzzled by the Six Acts and is a sarcastic reference to the reputation of the ‘Free Born Englishman’. Britain’s reputation for liberty is portrayed as a sham. There may be some debate about the Six Acts, which revisionists claim not to be as ferocious or as longstanding as once thought. As a radical view of events, the cartoon is of course a one-sided view of the government’s action, and needs to be interpreted with care. Nevertheless, it has value as a perspective on the dramatic events of 1819, which should be well known to candidates.

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Depth Study 4: Politics and society in Wales and England c.1900–1939
Part 1: Politics, society and the War: Wales and England c.1900–1918

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the grievances of the industrial workers of Wales between 1901 and 1910. [30]**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **the grievances of the industrial workers of Wales between 1901 and 1910**. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A WJ Parry, a prominent North Wales trade unionist, outlines, in a written pamphlet, the causes of the Penrhyn quarry dispute and makes an appeal to the quarry owners (1901)

A system giving big contracts to one man had been brought into the quarry, which, in the opinion of the men, was a great injustice to a large class of workers. An inferior class of workmen took these contracts and engaged a superior class of men to work for them at reduced prices. Some men did not like this and 14 of them were suspended for three days. In about a fortnight, the 14 were informed that they were not allowed to work in the same area of the quarry anymore, but were to be distributed to various parts of the quarry, and in the meantime all their jobs were given to one of the big contractors, against whom there had been growing great hatred.

[As a consequence] we call for concessions: the right to elect spokesmen to discuss grievances, the right to discuss matters during the dinner hour, the reinstatement of our leaders and the humanizing of the harsh rules of the quarry.

Marking notes

The general historical context associated with this source is the events that occurred during the Penrhyn strike and lockout between 1900 and 1903. The specific historical context may include reference to this being the longest industrial dispute in British history and that the grievances were based on the belief that the workers were being exploited and badly treated and had no way to voice their anger except through strike action. The source is from WJ Parry, a prominent trade unionist at the time, and has value in that it shows the grievances of the workers because of their belief that they were facing unfair treatment and lack of rights. Giving voice to the grievances of the workers, it has value in showing how far removed both sides were from one another in this dispute, with this source clearly laying the blame at the feet of Lord Penrhyn and his quarry managers.

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Source B An editorial in the left-wing newspaper the *South Wales Daily News* (1906). The newspaper was supportive of the labour movement and the unions.

The basis of the LRC [Labour Representation Committee] is wide enough to embrace the interests of all workers of hand and brain, and is strong enough to attack all the unfair privileges which our landlords and capitalists extort out of the wealth created by the toil of workers of the country … The cause of labour is the cause of the nation … The industrial conditions of our lives as workers are controlled by the laws made in Parliament by the very men who do not hesitate, as employers, to grind the last penny out of our toil. This is why labour representation, if it is to be effective, must also be independent [of existing political parties]. That is, the best interests of labour are best served by all LRC members uniting to form a distinct political organisation of their own, with a distinct political principle and ideal of their own.

Marking notes:

The general historical context associated with this source is the decision by the Labour Representation Committee to seek an independent political body to work on behalf of the workers. The specific historical context may include reference to the formation of the Labour Party in 1906 as an independent political party, because, as seen in source A, workers did not have a strong voice to speak for them and to campaign for their rights and their interests. The grievance is therefore directed towards the Liberal Party and MPs in Parliament who do not speak for the working man. The source is from an editorial in the left-wing newspaper the *South Wales Daily News* which clearly, because of its political leanings, supports this move towards political independence as a way of addressing the grievances of the workers. This is valuable in showing the depth of support for such a move.

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Source C JM Staniforth, a political cartoonist known for his support of the government, depicts Law and Order beckoning the military into Tonypandy during the riots, in the cartoon "Dangerous diseases need drastic remedies", published in the *Western Mail* (1910)

Marking notes:

The general historical context associated with this source is events associated with the Tonypandy riots of 1910. The specific historical context may include reference to the use of troops during the riots, showing how violent the industrial dispute had become. This indicates that political action was still far away from achieving what the workers wanted and that militant action was still a characteristic of industrial South Wales despite the formation of the Labour Party in 1906. The source is a cartoon by JM Staniforth and, given the Western Mail received patronage from the owners of industry, it has value in showing how the establishment saw the Tonypandy riots as a law and order issue that needed resolving rather than a dispute that needed a political or economic remedy. This source has value in showing that the grievances of the workers were far from resolved.

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AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

		Focus on the question set	Analysis of the interpretation
Band 6	**26–30 marks**	The learner discusses clearly the question set in the context of alternative interpretations.	The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss **why** a particular historian or school of history would form an interpretation based on the evidence available to the historian.
Band 5	**21–25 marks**	The learner discusses the question set in the context of alternative interpretations.	The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question.
Band 4	**16–20 marks**	The learner discusses the question set in the context of the development of the historical debate that has taken place.	There is some attempt to explain **why** different interpretations have been formed. The learner considers a counterargument to that presented in the question.
Band 3	**11–15 marks**	The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place.	There is a limited attempt to explain **why** different interpretations have been formed.
Band 2	**6–10 marks**	The learner is able to show understanding of the question set. There is an attempt to reach a judgement but it is not firmly supported or balanced.	The learner's discussion of the interpretation is valid, with reference to alternate interpretations.
Band 1	**1–5 marks**	Any judgement reached is limited and unsupported.	The learner attempts to discuss the interpretation by tending to agree or disagree with it.
Award 0 marks for an irrelevant or inaccurate response.			

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Depth study 1: The mid-Tudor crisis in Wales and England, c.1529–1570
Part 1: Problems, threats and challenges, c.1529–1553

0 2 Historians have made different interpretations about **the English Reformation**. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that the English Reformation was carefully planned by Henry VIII? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context, and of the wider historical debate, in making their judgement regarding the validity of the view **that the English Reformation was carefully planned by Henry VIII**. Candidates will consider interpretations of this issue within the wider historical debate about religious change and the **causes of the English Reformation**. Some of the issues to consider may include the following.

Interpretation 1 Cardinal Francis Gasquet, in this extract from his book *The Eve of the Reformation* (1923), provides a conservative Catholic interpretation.

There is little doubt that the Reformation was planned by Henry VIII. Henry found himself disappointed in the expectation that he could manage, one way or another, to obtain from the See of Rome licence for him to be a bigamist [to have more than one wife], so he took matters into his own hands. Self-willed as he was, never before had such self-will led him into such a tremendous and dangerous undertaking as in throwing off the Pope.

Marking notes:

This argues that the English, or Henrician, Reformation was planned by Henry VIII in order to secure his divorce. The author has no doubt that the King, having 'cherished for a while' his intention to divorce his wife Katherine of Aragon, planned his assault on the pope's authority. Given the King's stubborn nature and his strength of will, it is possible to argue that the Reformation was almost inevitable. The religious reform is seen as a by-product of Henry's personal need for a divorce. Candidates may argue that the historian's opinion may have been influenced by the fact that he is a senior clergyman, and a devout Catholic. The language used by the historian is far from balanced and is quite emphatic in its clearly expressed opinion. The use of the term 'bigamist' highlights the Catholic Church's opinion of Henry VIII's desire to marry Anne Boleyn with or without the Pope's consent.

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Interpretation 1	MD Palmer, in this extract from his textbook *Henry VIII* (1983), provides an interpretation that suggests Henry was reacting to advice and changing circumstances.

Henry did not plan the English Reformation. If there was a planned Reformation in religion then it is difficult to understand why Henry delayed for three years before cutting England's legal ties with Rome. One explanation is that it was Thomas Cromwell who showed Henry how statute could be used to make a final breach with Rome, and that the King had no coherent policy before he was shown the way. Another explanation is that it was not until December 1532 that Anne became pregnant, and it became vital for the heir to be made legitimate.

Marking notes:

This argues that the Reformation was not planned but occurred in an ad hoc way. Henry VIII is said to have had no plan – 'no coherent policy' – which explains why Henry VIII took three years before he acted in 'throwing off the Pope'. The historian suggests that a plan of sorts was only drawn up later by the King's chief adviser Thomas Cromwell. Cromwell was reacting to events and he devised his plan to effect the King's will. This became urgent after it was discovered that the King's mistress, Anne Boleyn, was pregnant. Cromwell now had less than nine months to draw up a plan to break with Rome and secure the King's divorce. Cromwell also had the task of persuading the King to support his bold plan. Candidates may argue that the historian's opinion is guided by his academic training as evidenced by his more balanced approach to the subject.

Wider debate

Candidates may show awareness of the wider historical debate surrounding the various causes of the Henrician Reformation and refer to other interpretations such as the personal and political nature of the events at Court, which includes the factional rivalry between conservatives (Catholics) and reformers (Protestants). In some respects, the Reformation was more political than religious – ideas of national independence from the authority of a foreign power. The role of Church leaders such as Fisher (pro-Papal authority) and Cranmer (anti-Papal authority) must also be considered as drivers for, or in opposition to, Reformation. Candidates should note and comment on the key phrase 'carefully planned'.

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Depth study 2: Royalty, rebellion and republic c.1625–1660
Part 1: The pressure on the monarchy and the drift to civil war c.1625–1642

0 2 Historians have made different interpretations about **the attitude and policies of Charles I**. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that Charles I's attitudes and policies were responsible for his unpopularity? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view **that Charles I's attitudes and policies were responsible for his unpopularity**. Candidates will consider interpretations of this issue within the wider historical debate about political change and **Charles I's growing unpopularity**. Some of the issues to consider may include the following.

Interpretation 1 John Kenyon, in this extract from his book *Stuart England* (1978), provides an interpretation that focuses on the personality of Charles I.

Charles I became unpopular in the 1630s because the increasing isolation of his court at Whitehall encouraged a sense of separation between him and his people. Charles ventured outside London even less than his father had, and he was content to fall back on an increasingly un-English lifestyle. His highly developed taste in art was an indication of the gulf between him and his subjects. The great art collectors of the age were Catholics. Van Dyck painted Charles as regal, melancholy and aloof. The court entertainments of the 1630s, ever more luxurious, highlighted the same themes, portraying monarchy as bringing religious and political order: divine right in artistic and visual form.

Marking notes:

This argues that Charles I became unpopular in the 1630s because the increasing isolation of his court at Whitehall encouraged a sense of separation between him and his people. Charles ventured outside London even less than his father had, and he was content to fall back on an increasingly un-English life-style. His highly developed taste in art was an indication of the gulf between him and his subjects. The great art collectors of the age were Catholics. Charles had Rubens produce the ceilings of the Banqueting House depicting the blessings of monarchical government. Van Dyck painted Charles as regal, melancholy and aloof. The court entertainments of the 1630s, ever more luxurious, highlighted the same themes, portraying monarchy as bringing religious and political order. Divine right in artistic and visual form. Candidates may make reference to his French Catholic wife Henrietta Maria, who may have greatly influenced her husband into taking unpopular decisions.

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Interpretation 2 Barry Coward, in this extract from his book *The Stuart Age* (1994), provides an interpretation that focuses on the failures of Charles I and the dysfunction of the royal court.

Charles I did not become unpopular because of his attitude, artistic tastes and lifestyle: it was due to his disastrous handling of the crises in Scotland and Ireland. Charles's court was not the Catholic-dominated court that its critics from outside thought it was. The court was one in which factional competition was rife and in which the Queen was only one of many players. In the 1630s Henrietta Maria was part of an anti-Spanish court faction in which Protestant courtiers played a key role. Nor does the image of a cultural split between court and country have much substance. Future parliamentarians also had their portraits painted by the Catholic court painter, Anthony van Dyck.

Marking notes:

This argues that Charles I did not become unpopular because of his attitude, artistic tastes and lifestyle, it was due to his disastrous handling of the crises in Scotland and Ireland. Therefore, it was not so much his attitude but his policies that contributed to his unpopularity. Charles's Court was not the Catholic-dominated court that its critics from outside thought it was. The Court was one in which political and personal rivalry, and factional competition was rife. In this competitive environment the Queen was only one of a number of players. In the 1630s, Henrietta Maria was part of an anti-Spanish Court faction in which Protestant courtiers played a key role. Nor does the image of a cultural split between Court and country have much substance. Future parliamentarians, many of whom were Protestant, had their portraits painted by the Catholic Court painter, van Dyck.

Wider debate

Candidates may refer to the influence of others in contributing to the King's growing unpopularity. Besides his wife, Charles was surrounded by advisers and favourites such as Wentworth and Laud. They enjoyed a close personal relationship with the King which enabled them to exert considerable influence in Court and government circles. They, too, became unpopular but because they had been appointed by the King, he too suffered a public backlash. It is also possible to suggest that Charles's unpopularity was due to Parliamentary propaganda, which was often malicious and did much to harm the King's image by circulating rumours and peddling myths.

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Depth study 3: Reform and protest in Wales and England c.1783–1848
Part 1: Radicalism and the fight for parliamentary reform c.1783–1832

0 2 Historians have made different interpretations about **the growth of working-class movements**. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that working-class agitation after 1815 was the result of economic distress? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that working-class agitation after 1815 was the result of economic distress. Candidates will consider interpretations of this issue within the wider historical debate about working-class movements in this period. Some of the issues to consider may include the following.

Interpretation 1 Eric J Evans, in this extract from his book *The Shaping of Modern Britain: Identity, Industry and Empire, 1780–1914* (2014), provides an economic interpretation.

Levels of popular unrest reached a new pitch in the years 1815–1820 because of economic hardship. The new Corn Law was received with hostility. Where Liverpool and his ministers saw a means of providing steady and regular food prices, his opponents outside Parliament saw undisguised class legislation. Parliament, after all, was dominated by landowners. Were they not just passing laws in their own interest? Agitation in this period was more widespread geographically and it made a much greater impact on Britain's rapidly growing industrial towns and cities. Economic issues were varied, and included opposition to the high price of bread, riots against wage reductions and unemployment.

Marking notes:

Evans emphasises the importance of the Corn Laws in fomenting discontent. He also points out the widespread nature of the distress (which is a new departure) and the link between distress and industrial towns, the high price of bread, wage reduction and unemployment. The specific context that can be deployed is the cause of the post war distress and the way in which it manifested itself. The motivation of the Liverpool government in passing legislation like the Corn Laws is also relevant. The interpretation fits neatly into the wider historical debate about the growth of working-class consciousness in particular the viewpoints of EP Thompson's *The Making of the English Working Class* and H Perkins's *The Origins of English Society, 1780-1880.* Reference could be made to those historians who are sceptical about drawing such conclusions from the social and economic distress, which was alleviated by better economic conditions after 1820.

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Interpretation 2 Clive Behagg, in this extract from his textbook *Labour and Reform: Working-class Movements 1815–1914* (1991), provides a social and political interpretation.

The immediate post-war years also witnessed a growth of political radicalism. Often the lead was taken by "gentlemen reformers" who, unlike most of their social equals, accepted the importance of extensive parliamentary reform. Hampden Clubs agitated for what was called a 'general suffrage' and were set up by working people in industrial areas. They were open to any man able to pay the weekly subscription of a penny, this money being devoted to the publication of pamphlets and broadsheets supporting the radical cause. Above all else, the government feared a re-enactment of the French Revolution on British soil. Their concern focused on the growth of support among the artisans for these political clubs.

Marking notes:

This places the emphasis on political radicalism and, in particular, the emergence of parliamentary reform as an issue after 1815. Behagg emphasises the link with Tom Paine and the agitation of the 1790s. Behagg also stresses (as does Evans for a different reason) the extensive geographical spread of the agitation for reform and the relative accessibility of radical publications. He also refers to the important contextual point about the government's fear of the possibility of a French-style revolution in Britain. The specific context here will be the campaign for parliamentary reform, with reference to not only the Hampden Clubs but also disturbances such as Spa Fields and Peterloo. The refusal of the government to countenance reform of parliament is also relevant here.

Wider debate

Candidates may show awareness of the wider historical debate about the importance of political radicalism at this time. This may involve reference to the debate about the divisions within the radical movement and the work of conservative-inclined historians who play down the importance of events like Peterloo and emphasise instead the strength of popular loyalism, established institutions and what they see as the justifiable security measures undertaken by contemporary governments in the face of unprecedented national peril.

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Depth Study 4: Politics and society in Wales and England c.1900–1939
Part 1: Politics, society and the War: Wales and England c.1900–1918

0 2 Historians have made different interpretations about **the impact of war on society**. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that the impact of the First World War was a largely negative experience for the people of Wales and England between 1914 and 1918? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view **that the impact of the First World War was a largely negative experience for the people of Wales and England between 1914 and 1918**. Candidates will consider interpretations of this issue within the wider historical debate about **the impact of war**. Some of the issues to consider may include the following.

Interpretation 1 R Merfyn Jones, in this extract from his book *The North Wales Quarrymen 1874–1922* (1982), provides a local and economic interpretation.

The war brought paralysis to the building industry and cut off slate's remaining export markets. The effects were felt immediately: within a month of the outbreak of war those quarries that had not stopped all production were on short-time contracts. By the end of September 1914 there were 1,170 unemployed quarrymen in one town in North Wales alone. In the slate-quarrying villages there was much social distress and people initially refused to support any recruiting campaign for the war. Distress committees were set up to alleviate some of the problems, but many people in North Wales were destitute.

Marking notes:

This argues that the First World War had a negative effect on the slate quarries and communities of North Wales. The war had an effect on the community with social distress being the hallmark of experiences in this part of Wales. This may have influenced recruitment drives and morale during the early years of the war. Candidates may argue that R Merfyn Jones, writing in 1982, is focused on one particular industry and region and does not perhaps take a more general view of other industries in his specialised book. He is looking at the social and economic impact of war on one specific industry in one area of Britain. However, writing in 1982 he would have a wealth of evidence available to allow him to come to a reasoned interpretation based on the experiences of this one industry and may reflect the focus on the local history of Wales prevalent in the historiography of the 1980s.

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Interpretation 2 Ian Cawood, in this extract from his textbook *Britain in the Twentieth Century* (2004), provides a social interpretation.

Britain witnessed perhaps the least disruption to civilian society during the war [compared to other countries]. Living standards were maintained and the centralised distribution of food supplies and rationing ensured that diet and nutrition, notably amongst the poorest in society, improved dramatically. British workers made gains from the war, using their role in war production to force improvements in pay and conditions, as well as greater participation in government. For many households the family income actually went further and, despite some issues with food availability, the introduction of fixed prices for essential foods did much to maintain morale.

Marking notes:

This argues that the First World War had a positive influence on society. British workers benefited from some aspects of war production and generally the war was good for people's health and wellbeing with many having a better standard of living than other countries. Writing in a 2004 study guide for students, Cawood would be in a position to look generally at the state of industry during the war, but may not have the in-depth analysis of singular industries and areas afforded to Interpretation 1. Being a modern British historian, he is offering a balanced view of Britain as a whole and not necessarily the regional interpretation being given by R Merfyn Jones. He is also discussing the social aspect of war rather than the local and economic focus of Interpretation 1.

Wider debate

Candidates may show awareness of the wider historical debate surrounding the impact of war in that it very much depended on what industry was involved with the war effort and which region of Britain was being discussed. Another possible interpretation could focus on the political development of Britain during the war which might give a more positive account of the experiences and impact of war. Some historians may focus on the military side of war which would be far more negative than either of the interpretations given. Also, the developing historiography about the impact of war may also get a mention as offering differing opinion.

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