GCE AS MARKING SCHEME

SUMMER 2024

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

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

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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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. **NB**: Both questions in this examination paper are compulsory.

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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Stamps and annotations used for Assessment Objective 2

Stamp	Annotation	Meaning/use
	Copy from text	Where the candidate is copying or paraphrasing material and passing it off as analysis
	Correct	Where a correct point drawn from the source has been made
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Question mark	It is unclear what the candidate is referring to from the source
	Specific	Where the specific historical context of the source is being addressed
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Value to Historian	Where there is a specific – supported – comment on how the material is of value to an historian
	Wider	Where the wider historical context of the source is being addressed
	Underline	Use to underline contextual analysis
	Box	Used to box larger sections of contextual analysis
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

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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 the dissolution of the monasteries. [30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the dissolution of the monasteries. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A John Vaughan, agent of the Vicar-General, Thomas Cromwell, in a letter to Cromwell about the inspection of Monmouth Priory (1536)

On searching the monastic house, I found that there was no pot, nor pan, nor monk in the said monastery of Monmouth, except one who lodges in the town. The prior is in sanctuary at Garway, a village a few miles away in Herefordshire. The house is of the King's foundation and all the country is surprised that there is no reformation there, as it has an annual income of £60 a year after deductions. I intend to suppress the said house, for the voice of the country [opinion of the people] is that while you have a monastery there you shall have neither good rule nor good order; and I hear such sayings by the common people of all the houses of monks that you have within Wales.

Marking notes:

The general context of the source is the decline in the monastic way of life, while the specific context of the source is focused on the work of Cromwell's agent and what he found on his visit to a monastery in Wales. The monastery had been neglected and largely abandoned by the monks (there appears to have been no more than two left). This played into the hands of the Crown, which claimed that many monasteries were not fulfilling their religious roles. The Crown did not need to worry about the suppression of this monastery – there was unlikely to be any opposition and the largely abandoned monastery was ripe for unopposed closure. Force was not needed. The source is indicative of tension between the monks and the local population. The monks and monastery retained a healthy annual income but had lost the support of the local people. The monastic wealth and lack of local charity may have bred resentment in the people.

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Source B Charles Wriothesley, a herald at the College of Arms, reporting on the dissolution of the monasteries in England in his Chronicle of England (1537)

The 21st day of October, many houses of religion were suppressed and all shrines of saints were taken down throughout England, and all were taken to the King's treasury in the Tower of London, which amounted to great riches.

The 14th day of November, the Charter House of London [a Carthusian monastery] was suppressed and all the lands and goods taken to the King's use, and all the monks were expelled, and changed their habits to become secular priests, so that at this day there remained no friar in his habit throughout England …

[It was also directed that] Thomas Beckett, sometime Bishop of Canterbury, and made a saint by the Bishop of Rome's authority will not be respected, named, reputed, nor called a saint, but Bishop Beckett, and his images and pictures through the whole realm be put down and taken out of all churches, chapels, and other places.

Marking notes:

The general context of the source is the effects of the Reformation in England, while the specific context of the source is focused on the process involved in the suppression of individual monastic houses in London. The chronicler paints a familiar scene of suppression and ejection. The monks are forcibly removed, and the buildings were secured for the Crown. As befits extracts from a chronicle, the actions of Crown agents are simply described without any personal opinion. Monastic possessions are removed and those of any value are taken to the Tower of London – this was plunder and the accumulation of great riches. Reference is made to the fate of some of the monks who became parish priests. There is also an awareness of the Reformation at large, with the taking down of Catholic shrines and images and the reduction of the title and authority of the Pope to the Bishop of Rome. Saints such as Thomas Becket were no longer tolerated or recognised, which the Crown hoped would discourage pilgrimages to places such as Canterbury.

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Source C Lewys Morgannwg, a Chief Bard, celebrating Henry VIII's religious reforms in a poem sung in praise of the King (c. 1540)

The doubters of God's great faith you have destroyed. Those who did not believe in Jesus you have consigned to the flames and burnt their dead bones to the marrow. You have condemned yesterday the Bishop of Rome by your learning, and shattered what remained of his work within your kingdom; you have shown how the Pope's deceit blinded us: you have ordained that the gold of the island shall remain here; his seal and his law you have destroyed. Farewell to all that; so well have you done to part us from it. The false monks and their chancels you have overthrown and their fraud and sin have been cast to the ground.

Marking notes:

The general context of the source is the impact of the Reformation in Wales, while the specific context of the source is the support given to Henry VIII's dissolution of the monasteries – and for the Reformation – from a Protestant perspective. The extract from the poem highlights the destruction of the monasteries and the author's enthusiastic support for the dissolution. This is significant because, as a poet, his livelihood is dependent on the approval of individual and community-based clients, who would pay for and appreciate the sentiments expressed in the poetry. The source draws attention to the anger and hatred some people felt towards a deceitful Pope. There appears to be support for the Crown's religious policy. This also suggests that the monks and monasteries were unpopular. The poet is clearly a Protestant and may have been inspired by the Crown's propaganda to believe the reasons put forward for the dissolution. There is also a wider awareness of the Reformation, with some reference to the ending of Papal taxation.

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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 pressures confronting Charles I in the period 1628 to 1636.** **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the pressures confronting Charles I in the period from 1628 to 1636. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Alvise Contarini, Venetian Ambassador to England, in a diplomatic dispatch to the Doge [leader] and Senate of Venice (1628)

It seems that there is no longer any doubt about Parliament meeting at the time appointed. In the meantime, the King continues his country diversions [hunting] until the very eve of the opening. With respect to the outcome of this Parliament, there is more doubt than hope, as not only in the more distant provinces, but even in the city of London – under the eye of the Court – members of Parliament have been returned even though they refused to pay the previous subsidies. Thus, I hear it has been voted in the Privy Council that unless the Commons grant the money without further debate, the King will be justified in exercising his prerogative, burdening them with taxes and compelling them to pay. For this end it is said that the Crown has raised a thousand cavalrymen and given orders for body armour for the Scottish and Irish regiments.

Marking notes:

The general context of the source is focused on the pressures facing Charles politically and financially, as seen by an outsider, while the specific context of the source is the King's reluctance to call Parliament. The Venetian ambassador may be listening to rumours, but his information has sufficient detail to suggest a basis of truth. The King is reluctant to call Parliament, which has already refused to grant the subsidies (taxes) he desired. The only reason Parliament is being called is because the Crown needs money to govern the kingdom and to finance the royal household. The King, supported by the Privy Council, is threatening to use force if Parliament does not pass the required subsidies. The Crown is considering raising troops to intimidate MPs into compliance. The source is indicative of tension between the Crown and Parliament, particularly as it seems the same stubborn MPs from the previous Parliament have been elected to fill the new one. The King appears to be his own worst enemy in that he does not seem to be taking the issue seriously, continuing his country diversions, and is considering employing Irish and Scottish troops to intimidate English MPs.

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Source B Robert Thorne of Ludlow, a lawyer, in a petition to the King's Secretary of State, Dudley Carleton, Lord Dorchester (1629)

The late King, James, granted me the office of taking oaths before the Council of Wales, after the death of Fulke, Lord Brooke. I have been admitted to the office, but Sir Marmaduke Lloyd, Sir Nicholas Overbury, and Mr Justice Waties debarred me from receiving the fees, whereupon the King, by letter, ordered them to stop from meddling with the same fees. On delivery of the King's letter, the justices used many threatening and bitter speeches to me and threatened to petition the King against me. I wish to inform the King of the criminal behaviour of the justices, that they may be commanded to treat me with the respect befitting my position as His Majesty's sworn officer.

Marking notes:

The general context of the source is the pressures facing the King in regard to regional and local government, while the specific context of the source is focused on the problems facing an office holder in the face of judicial intimidation. The author, a Ludlow lawyer, has petitioned the King's senior minister to complain about the criminal behaviour of Crown officers who are making his life difficult by preventing him from discharging the duties of his office. Although the complainant has been appointed to serve in office by the Crown, the local law officers have prevented him from being paid for his work. This amounts to theft, and it highlights the corruption of some of the Crown's local justices and administrators. The breakdown of law and order and the corruption in local government is made more serious by the fact that the King's order to the justices to stop meddling has been ignored. Worse still, the same justices have threatened the complainant. It seems that, in Wales, local government and the rule of law has broken down and the Crown's authority is being ignored.

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Source C Evan Evans of Tanybwlch, Sheriff of Merionethshire, in a letter to the Privy Council (1636)

As sheriff, I was required by writ to collect £416 and 2 shillings for ship-money from the gentry. Having assessed them according to their wealth, I appointed several collectors, whereof John Lloyd, Thomas Salusbury and Thomas Jones have collected the sums within their areas, yet they refuse to make full payment. Also, Robert Simon Owen and several others have neglected the collecting of the sums by my warrants. Griffith Rowland has failed in payment of the sum he collected, because Griffith Lloyd, Justice of the Peace, granted a warrant of felony against Rowland for taking the goods of several persons that refused to pay, which encouraged several other persons to refuse to pay till they were ordered [to do so]. Edward Thomas, John Lewis, and many others, understanding that Lloyd sympathised with them, also refused to pay.

For this reason, I am unlikely to pay the sum assessed.

Marking notes:

The general context of the source is the corruption of local administrators and the apparent disregard for the King's authority, while the specific context of the source is focused on the problems associated with the collection and delivery of Ship Money. The source is a letter from a local law officer to the King explaining why the collection of Ship Money has proven almost impossible to achieve. The men involved in this rule breaking are local gentry, wealthy landowners on whom the Crown relies for good government. The source draws attention to the frustration of those officers, like the sheriff, who are law abiding and trying to govern efficiently and effectively. The source shows how petty squabbles between landowning neighbours can cripple local government and the collection of much-needed revenue for the Crown. It is clear some of the law officers are manipulating the law to suit themselves and to punish their enemies. The Crown appears to be powerless to act, which highlights the pressures facing the King.

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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 the challenge of protest during the period from 1792 to 1819. [30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the reaction of government to the challenge of 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, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A Extract from *The Treasonable and Seditious Practices Act* (1795)

We, your Majesty's most dutiful and loyal subjects, have considered the continued attempts of wicked and evil disposed persons to disturb the tranquillity of this kingdom, particularly by the multitude of seditious pamphlets and speeches daily printed, published and dispersed tending to the overthrow of the law, Government and happy condition of these realms, and have judged that it has become necessary to provide a remedy against all such treasonable and seditious practices and attempts.

Be it enacted if any person shall by writing, printing, preaching or other speaking, express any words or sentences to excite or stir up the people to hatred or contempt of the Government and Constitution of this realm then every such person shall be liable to suffer banishment or transportation for a term not exceeding seven years.

Marking notes:

The general context of the source is the reaction to the events of the French Revolution and the encouragement of the radical reform movement in Britain. The specific context of the source is Pitt's alleged policy of repression, its generally accepted success in curbing the radical movement, the other legislation passed, and the trials of leading radicals in 1794–1795. The source's provenance will be commented upon. It is a parliamentary statute that reflects the concerns and motivations of the legislators who passed it, and there are a number of clues within the source about those. The content of the source refers to the issue of loyalism, the radicals and their methods, and the severity of the repression. The tone of the source may be referred to, as it was designed to appeal to loyalism and public opinion. It demonises the radicals, doing so in strong language with references to religion and property.

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Source B Lord Sidmouth, the Home Secretary, in a speech to the House of Lords (24 February 1817)

In many parts of the country, proceedings of a most dangerous nature were still carrying on, and which could only come to the knowledge of ministers through the medium of persons [spies or informers] who could not be brought into a court of justice … This required the suspension of the Habeas Corpus Act to [protect] the peaceable and loyal inhabitants of the country; it is required for the protection of the two Houses of Parliament, for the maintenance of our liberties, and for the security of the blessings of the Constitution. The suspension of the Habeas Corpus Act at the present moment would prevent the most flagrant crimes and check the hands of the sacrilegious despoilers [the unholy and violent plunderers] of the sacred fabric of the Constitution.

Marking notes:

The general context of the source is the period of post-war discontent and radical protest that saw the revival of parliamentary reform as a central issue. The government response to that discontent and radicalism is central to the question. The specific context of the source is the escalating perception of disorder seen in 1816 and early 1817, which led to the suspension of Habeas Corpus. The source's provenance should be commented upon; it is a speech by a key figure in the government, Lord Sidmouth, the Home Secretary, who is central to the government response. His purpose is to bolster support for government policy and suppress what he sees as a dangerous threat to the country. The content of the source has a number of points of interest, including references to the use of spies and informers, the methods of repression and a wholesale condemnation of the radical threat. The tone of the speech can also be referred to: it is designed to highlight the dangers, win support for exceptional measures, and to portray the radicals in the worst possible light.

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Source C A contemporary coloured engraving, published by the political agitator Richard Carlile, depicting the events at Peterloo. It was dedicated as follows:

"To Henry Hunt, Esq. As chairman of the meeting assembled at St Peter's Fields, Manchester, on the 16th of August 1819. And to the female reformers of Manchester and the adjacent towns who were exposed to and suffered from the wanton and furious attack made on them by that brutal armed force, the Manchester and Cheshire Yeomanry Cavalry."

The inscriptions on the banners from left to right are: "Manchester Female Reform [Society]"; "Universal Suffrage"; "Liberty or Death"; and "Universal Civil and Religious Liberty".

Marking notes:

The general context of the source is the developing post-war discontent and protest from 1815, as well as the government response to radicalism. While the specific context of the source is the events at Peterloo, there could also be valid references to the aftermath of that event, for example the government's support for the magistrates and the passage of the Six Acts. The source's provenance may be commented upon and could include references to the radical origins of the plate, its description and depiction of the events at Peterloo. The content of the source includes the portrayal of the troops, the casualties, the banners depicting universal suffrage and civil and religious liberty, as well as its dedication. The source's tone, portraying the brutality of the military against unarmed protesters, is clear enough.

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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 social impact of war between 1904 and 1917.** **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the social impact of war between 1904 and 1917. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources, individually and collectively. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The official government *Report of the Inter-Departmental Committee on Physical Deterioratio*n (the Fitzroy Report) (1904)

And what of the poor physical state of our fighting men? With scarcely an exception, there was a general consensus of opinion that the time has come when the State should realise the necessity of ensuring adequate nourishment for children in attendance at school. Without this nourishment it would be the height of cruelty to subject half-starved children to the process of education, besides being a short-sighted policy. The progress of such children is inadequate and disappointing, and it was, further, the subject of general agreement that no voluntary organisation could successfully deal with this evil. Even those witnesses who were inclined to think that its magnitude had been much exaggerated, did not question the advisability of feeding, by some means or other, those children who are underfed, provided it could be done quietly and without impairing parental responsibility.

Marking notes:

The general historical context associated with this source is the poor health of children and the effect this is having on their well-being. This is a serious problem and one the report feels needs to be addressed by Government action rather than left to voluntary organisations. The specific historical context may include reference to the poor state of the military during the Boer War, raising concerns about possible future wars and Britain's ability to fight them due to its population's poor health. The fact that this source is an official Government report into physical deterioration has value in that it shows the situation was so concerning that a report was needed to address the issue. The whole debate centres around 'National efficiency' at the time and Britain's disappointing performance in the Boer War added to the calls for social change, as seen in the publication of this report.

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Source B Charles Stanton, a prominent left-wing Union leader for the South Wales Miners' Federation, in a letter published in *The Merthyr Express* (7 August 1914)

I sent to tell Mr Hardie the reason why I could not preside at the meeting. I pointed out that such a course was inadvisable, and that at such a moment as this, I felt that, although a Socialist, I was a Britisher, and that it would only lead to the most harmful results to our movement to take part in what appears to be an anti-British and unpatriotic climb-down to the German Emperor …

Do you think that I kept away from the recruitment meeting last night for fear of being booed? I am not afraid of being booed. I have had to suffer that on behalf of my opinions on numerous occasions and will have to face the ordeal again very likely. But I would not have been booed last night that is for sure. I want to stand up for all who will help to maintain the international respect paid to our reputation as British citizens. In times of distress and trouble I stand with my country. We are in the midst of a gigantic war, and therefore our solemn duty is to be patriotic and strain every nerve to emerge out of it with credit to the history of our past as British citizens.

Marking notes:

The general historical context associated with this source is the call, by a well-known South Wales Miners' Federation leader, for miners to support the war effort and enlist in the army. The specific historical context may include reference to the call for 100 000 men to enlist at the start of the war and that to all intents and purposes the unions and the people of Wales supported the war effort and this call to arms. The unions and governments had not seen eye to eye in the run up to the war, but the attitude seems to have changed as patriotism and jingoism took hold. The source indicates that Stanton, despite being a left-wing union leader, is apparently supportive of the war effort, possibly showing how the patriotic call to arms was supported by the unions at the time. It may be noted that the letter is directed to Keir Hardie, former leader of the Labour Party and by then an active pacifist.

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Source C A report on women and war work in the left-wing magazine *The New Statesman* (June 1917)

Three years of war have been enough to effect an amazing transformation in the average factory woman. In munition centres especially the change is indisputable. Women of a slightly superior class have been brought into the factories by patriotic impulses and may have had an emboldening influence over those with whom they work – the meek women who were factory workers for years before the war and used to cringe to managers and foremen. These girls, from eighteen to twenty-five, who were thrust into the labour market the moment they left school, appear more alert, more critical of the conditions under which they work, more ready to make a stand against injustice, than their pre-war selves. They have a keener appetite for experience and pleasure and a tendency, quite new to their class, to protest against wrongs even before they become intolerable.

Marking notes:

The general historical context associated with this source is the war work done by women. The specific historical context may include reference to the changing attitude towards women and the debate surrounding the enfranchisement of women in 1917. This indicates that attitudes were changing over time and was leading to change in the way people were becoming more aware of women's issues. The source is from a report in the left-wing publication *The New Statesman* and would possibly want to reflect a united country, given this was a time of war; however, at the time, the enfranchisement of women was a topical debate

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Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focused on the ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. The mark awarded to Question 2 is 30. Both questions in this examination paper are compulsory.

The structure of the mark scheme

The mark scheme for Question 2:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.
- 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.

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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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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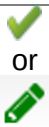
Stamps and annotations used for Assessment Objective 3

Stamp	Annotation	Meaning/use
	Context	Where the candidate is offering contextual support for discussion of the interpretation
	Copy from text	Where the candidate is copying or paraphrasing material and passing it off as analysis
	**Correct**	Where a correct point drawn from the interpretation has been made
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Interpretation	Where the candidate is assessing how and – possibly – why an interpretation has been developed
	Judgement	Used to note an emerging or not fully supported judgement
	Question mark	It is unclear what the candidate is referring to from the interpretation
	Specific	Where one or both of the given interpretations is addressed
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Wider	Where an alternative interpretation is addressed
	Underline	Use to underline sections commenting on interpretation
	Box	Used to box larger sections commenting on interpretation
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

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0 2 **Historians have made different interpretations about *the Pilgrimage of Grace*. 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 Pilgrimage of Grace posed a significant threat to Henry VIII and his government? [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 Pilgrimage of Grace posed a significant threat to Henry VIII and his government. Candidates will consider interpretations of this issue within the wider historical debate about the Pilgrimage of Grace. Some of the issues to consider may include the following.

Interpretation 1 John Guy, in this extract from his academic book *Tudor England* (1988), provides an interpretation that suggests the Pilgrimage of Grace had a clear goal.

The Pilgrimage was threatening because nobles, gentry, clergy, and people combined forces, and because they shared an ideology. Indeed, this revolt was neither a clash between different social groups nor a split within the governing class, but a popular rising by northerners. They swore an oath that contradicted the Crown's oath of supremacy; circulated ballads connecting the Church in danger to the socio-economic distress they believed would result from the loss of monastic charity. Their oath bound them: to defend the Catholic Church; to the suppression of 'heretics'; and to expel 'evil councillors' from the King's Council.

Marking notes:

This argues that the Pilgrimage posed a significant threat to the king because the rebellion drew its support from such a wide range of social classes: nobles, gentry, clergy, and the common people. In stark contrast to the historian's opinion in interpretation 2, Guy states that there was no clash between different social groups nor was there a split within the governing classes of the north. The rebels challenged the Crown's authority because the oath they took contradicted the Crown's oath of supremacy. They were opposed to the reformation and the most visible sign of this was the dissolution of the monasteries. The rebels were determined to rid the King of his evil councillors, which suggests that they did pose a threat to the government, but the historian hints that Henry may also have been in danger. The anger and resentment were fuelled by socio-economic problems and a desire to protect the Church and the north's way of life.

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Interpretation 2 Roger Lockyer, in this extract from his specialist study book *Tudor and Stuart Britain 1471–1714* (1964), provides an interpretation that suggests the Pilgrimage of Grace was not a coherent movement.

The Pilgrimage did not pose a significant threat because it was an economic, religious and conservative revolt, a protest from parts of northern England. Like the Lincolnshire rebellion, there was no suggestion of an alternative government to Henry's. The Lincolnshire rebellion collapsed without fighting because the gentlemen and common people could not agree. In Yorkshire the Pilgrims relied on persuading the King to accept their proposals, and probably believed that he was secretly in sympathy with them.

Marking notes:

This argues that the Pilgrimage did not pose a significant threat to the King. The rebels were essentially conservative in their outlook, were not revolutionaries and did not have an agreed set of aims, and there was no real suggestion of removing the King and setting up an alternative government. Geographically, the rebellion was confined to the north, and did not spread to the more populous south east. The rebels hoped persuasion rather than force would convince the King to listen to their complaints and meet their demands. They were naive enough to believe that the King sympathised with them. This highlights the fact that the strength of the Tudor monarchy sprang from the generally held belief, reinforced by the Great Chain of Being, that the only alternative to royal rule was anarchy. One of the weaknesses of the rebels was the class divisions between nobles, gentlemen and common people. The common people made up the vast majority of the rebels, but they did not have any authority – this led to disagreements. The rebels were far from united.

Wider debate

Candidates may show awareness of the wider historical debate regarding the Pilgrimage of Grace. While any rebellion poses a threat, the rebellion was the largest and best supported of its kind in the sixteenth century, and its scale may have added to Henry VIII's anxiety. However, although the rebellion may not have been a threat to the King personally, it might have been a threat to the government, or at least the King's chief minister Cromwell and other ministers such as Audley and Rich. The Protestant head of the Church, Cranmer, too was a target of the rebels.

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0 2 **Historians have made different interpretations about *the personal rule 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 methods of government were controversial? [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 methods of government were divisive. Candidates will consider interpretations of this issue within the wider historical debate about the personal rule of Charles I. Some of the issues to consider may include the following.

Interpretation 1 Samuel Rawson Gardiner, in this extract from his academic book *History of England from the Accession of James I to the Outbreak of the Civil War, 1603–1642* (1884), provides an interpretation that suggests Charles I's methods of government were tyrannical.

"Eleven Years' Tyranny" best describes Charles's divisive personal rule for a variety of reasons. During Parliament's enforced absence, the King ruled in ways that violated his subjects' rights, liberties and property. The King used his prerogative powers to raise revenue without Parliament's consent drawing upon sources such as knighthood fines, forest fines and Ship Money. The King was so energetic in his enforcement and collection of these 'taxes' that some of his subjects began to question their legality. In true tyrannical fashion, refusal to pay was met with punishment and imprisonment.

Marking notes:

This argues that Charles I's methods of government were divisive. It suggests that the period of the personal rule throughout the 1630s was characterised by the King's tyrannical behaviour and divisive approach to government. Parliament's enforced absence for more than a decade demonstrates the King's antipathy to this institution and his contempt for MPs. The King ruled in ways that upheld his belief in divine right, but which violated his subjects' rights and liberties. The King misused his prerogative powers to govern arbitrarily, especially in the raising of much-needed revenue. This was contrary to the established tradition whereby the Crown consulted with Parliament and sought its consent in raising and collecting taxes. Ship Money became the object of opposition and scorn. The King's energetic enforcement and collection of these 'taxes' caused some of his subjects to question their legality and the matter resulted in a court case. In true tyrannical fashion, refusal to pay was met with punishment and imprisonment.

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Interpretation 2 Graham E Seel, in this extract from his academic book *The Early Stuart Kings, 1603–1642* (2001), provides an interpretation that suggests Charles I's methods of government were reformist.

Charles I was no tyrant and his personal rule was not divisive, but some scholars have for too long viewed the 1630s through the eyes of Charles's opponents and have neglected the positive aspects of these years. It may be suggested that Charles pursued a positive programme of reform, guided by a coherent vision of Church and state, that opposition to his policies has been exaggerated and that these were years of stability and calm. In the absence of Parliament, the Privy Council became Charles's principal instrument in implementing reform. He streamlined its procedures and record-keeping to ensure that it could handle an ever-growing volume and range of business promptly and efficiently.

Marking notes:

This argues that Charles I's methods of government were not divisive. It suggests that some historians have been swayed by the opinions and propaganda of the King's opponents and have neglected the positive aspects of the personal rule. It is argued that Charles's methods of government were positive and reformist in their application. The King pursued an enlightened programme of reform, guided by a coherent and unifying vision of Church and state. It is also argued that opposition to the Crown's policies has been exaggerated by some historians, who fail to appreciate the evidence which suggests that the 1630s was a period of stability and calm. It is argued that the absence of Parliament did not cause division because the King governed by a properly constituted Privy Council, which became the Crown's principal instrument in implementing reform. The King is credited with streamlining the Privy Council's procedures and record-keeping to ensure that it could handle an ever-growing volume and range of business promptly and efficiently.

Wider debate

Candidates may show awareness of the wider historical debate regarding the personal rule and the nature of royal government in the period from 1629 to 1640. The influence and input of the King's chief advisers needs to be considered. The methods of government adopted by the Crown during this period may owe much to the policies of men such as Wentworth and Laud rather than to Charles I. The King's reliance on a small group of minister-advisers was a significant weakness in royal government because it failed to understand the views, beliefs and opinions of the wider population.

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0 2 **Historians have made different interpretations about *the Reform Act crisis*. 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 Whig government's aim in passing the 1832 Reform Act was to avoid revolutionary change? [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 Whig government's aim in passing the 1832 Great Reform Act was to avoid revolutionary change. Candidates will consider interpretations of this issue within the wider historical debate about the Reform Act crisis. Some of the issues to consider may include the following.

Interpretation 1 John Cannon, in this extract from his academic book *Parliamentary Reform 1640–1832* (1973), provides an interpretation that the Act was intended to allow minimal change.

Grey's primary objective was to prevent a revolution … The provisions of the bill indicate how little the ministers intended to eradicate the old system and introduce democratic government …

Although the Act destroyed a large number of nomination (pocket) boroughs, many survived. The same element of conservatism may be seen in the proposals for enfranchisement. Despite the addition of eight seats, London was still grossly underrepresented … It has been frequently remarked that one consequence of the Reform Act was to reduce the electorate in a considerable number of towns, and particularly to cut the working-class vote.

Marking notes:

This argues that the Whig government did indeed wish to avoid any revolutionary changes to the system. Contextual knowledge can be deployed to support this interpretation, including Grey's aristocratic background and attitudes towards democracy, the long-standing issue of rotten boroughs, which were in the vanguard of measured and moderate attempts at reform, the continuing problem of seat distribution and the paradox of reduction of wider franchises in some constituencies within a framework of increases in the franchise overall; this has led some historians to argue that the old system was more representative than older interpretations suggested. Candidates can use their knowledge of the debates, the aims and content of the bill, and its eventual outcome, to analyse the validity of this interpretation.

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Interpretation 2 Antonia Fraser, in this extract from her popular history book *Perilous Question: Reform or Revolution? Britain on the Brink, 1832* (2013), provides an interpretation that the Act was intended to introduce radical change.

Lord John Russell then outlined to the House of Commons the plan for Parliamentary Reform … and as the extraordinarily radical nature of what he was proposing sank in, his audience could hardly believe what they were hearing. His speech was punctuated with cheers: some of enthusiasm, others of disbelieving derision. The colour came and went in Sir Robert Peel's face and he actually put his head in his hands …

[Another Tory MP] Sir Robert Inglis said the object of the bill "is not Reform … but revolution". By using the dreaded word "revolution", Inglis conveyed the sheer shock and horror of what had been outlined.

Marking notes:

This argues that the bill was far more radical than Parliament expected. The first presentation of the bill was indeed a shock in some quarters. There was an expectation that some sort of reform was both necessary and expected by 1831, but the extent of the Whig measure appalled some MPs and, of course, the Tory Party – Peel's opposition in 1831 is well documented. Contextual references can be made to the opposition of the House of Lords, the complex electoral progress of the crisis, and the role of popular protest in 1831–1832, to create a picture of a country in turmoil on the issue.

Wider debate

Candidates may show awareness of the traditional Whig view that saw the government making a wise concession to the emerging middle classes by reducing the power of the landed; or revisionist interpretations that emphasise the endurance of the landed classes after 1832; or the more cynical interpretations of the 1960s (DC Moore) that saw the Reform Act as a deliberate manipulation of the reform process to protect the status quo; or more recent historiography (such as the works of Linda Colley and David Cannadine), which has restored the view that the Act involved significant changes to the system

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0 2 **Historians have made different interpretations about *the changing political fortunes of the major parties*. 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, by 1914, the Labour party had managed to displace the Liberal Party as the party of the working classes? [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, by 1914, the Labour Party had managed to displace the Liberal Party as the party of the working classes. Candidates will consider interpretations of this issue within the wider historical debate about the changing political fortunes of the major parties. Some of the issues to consider may include the following.

Interpretation 1 Ross McKibbin, in this extract from his book *The Evolution of the Labour Party, 1910–1924* (1974), presents an interpretation that suggests Labour's working-class support had grown by 1914.

The years before the war saw the effective replacement of the Liberal Party by the Labour Party. By 1914 there was a growing feeling in the country that the Liberal Party was no longer the party of the working classes and that the Labour Party was. The Labour Party was the political side of the unions, an industrial organisation that had grown rapidly by the early twentieth century. Since the Labour Party was so strongly linked with the unions, the party itself gained electorally from their growth.

Marking notes:

This argues that the Liberal Party, prior to 1914, had lost its appeal to the working classes who were looking more towards the Labour Party. Through the unions, the workers had become more self-aware, with specific expectations and aspirations that were being met by the Labour Party. By 1914, the Labour Party had become the political wing of the unions, and as the popularity and membership of the unions grew, so did the popularity of the Labour Party – at the expense of the Liberal Party. McKibbin's focus is on the evolution of the Labour Party, and candidates may comment on this focus and the fact that McKibbin is writing from a left-wing perspective in 1974. McKibbin agrees with the consensus among historians of the period: that the Liberal Party was losing its appeal among the working classes, and thus they were doomed to lose ground to the Labour Party.

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Interpretation 2	Martin Pugh, in this extract from his book *The Making of Modern British Politics, 1867–1945* (2002), presents an interpretation that suggests Labour's working-class support had declined by 1914.

In the pre-war elections there seems to be no grounds for seeing Labour as poised to displace the Liberals by 1914. By 1914 Labour had come bottom of the poll in each of the fourteen industrial seats it contested, polling 10–20 per cent in six seats and 20–30 per cent in eight. The Liberals retained almost all their seats. Even in seats dominated by mining, fewer than half of the coal miners supported Labour. Labour's worst results occurred in four seats they originally held, coming last in the polls in three of them. Electorally the Labour Party did manage to gain ground in the early 1900s but they reached their peak around 1906–1907 and fell back thereafter.

Marking notes:

This argues that, based on statistics and electoral results, there is little to support the view that the Liberal Party was losing its appeal among the working classes. The failure of the Labour Party at election time is highlighted, while the fact that the Liberal Party retained most of their electoral seats, even in industrial areas, questions whether the working classes had turned their backs on the Liberal Party as claimed in Interpretation 1. Pugh, writing in 2002, would have a wealth of material available to him to investigate the political situation from a statistical point of view, material that possibly wasn't available to McKibbin in 1974. This may have allowed Pugh the opportunity to provide his revisionist interpretation. However, the more general nature of his book may also get a mention.

Wider debate:

Candidates may show awareness of the wider historical debate surrounding the changing political fortunes of the major parties and that it has been hotly debated among historians since the publication of Dangerfield's *The Strange Death of Liberal England* in 1936. Another interpretation might be on the rise of class-consciousness, which politicised the working class, led to a rise in Trade Union membership, and ultimately crushed the Liberal Party following the First World War rather than before 1914. Some historians have also claimed that the situation of class support was not clear in 1914 and it was the 'rampant omnibus' of war that led to a shift in the political spectrum.

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