



GCE A LEVEL MARKING SCHEME

SUMMER 2025

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

1100U10-1

1100U20-1

1100U30-1

1100U40-1

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.

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, which is a compulsory question, is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

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

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.				

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

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

- 0 1** Using your understanding of the historical context, assess the value of these three sources to an historian studying the pressures on Mary and Elizabeth during the period from 1554 to 1570. **[30]**

Candidates will consider the value of the sources to an historian studying the pressures on Mary and Elizabeth during the period from 1554 to 1570. 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 Extract from the *Chronicle of Queen Jane* written by an anonymous chronicler (1554)

At Charing Cross [the centre of London] stood the Lord Chamberlain, with the guard and almost a thousand other persons, who, upon Wyatt's coming, shot at the rebels, and fled to shut the gates against them. In this retreat the said Lord Chamberlain and others were so amazed that they cried "Treason! Treason!", all thinking that the Earl of Pembroke, who was attacking the rebels from the rear, had gone to Wyatt, taking his part against the Queen. You would have seen women and gentlewomen running and crying out and the shutting of doors against the rebels, making such a noise that it was wonderful to hear.

Wyatt, with his men, marched still forward, all along to Temple Bar, through Fleet Street, until he came to Ludgate, his men not in marching in any good order. And as the rebels marched, most with their swords drawn, some cried "Queen Mary hath granted our request, and given us pardon". Others said, "The Queen hath pardoned us". Thus, Wyatt came to the Ludgate, and knocked, calling to enter, saying the Queen had granted their requests but the lord William Howard standing at the gate, said, "Away, traitor! Thou shalt not come in here."

Marking notes for Source A

The general context of the source concerns the pressures facing Mary early in her reign. The source deals with internal threats that have arisen as Mary attempted to secure her throne in the early months of her reign. The specific context of the source is focused on an account written by an eyewitness to the threat posed by Wyatt and his rebels as they attempted to enter the city of London. The anonymous author appears to be well informed and does not betray any bias or sympathies for one side or the other. The source has value in that it offers a real-time account of events as witnessed by someone who was there. The source gives the historian valuable evidence of the political pressures facing Mary so soon in her reign. It reveals the nature of the divisions within English society and within the nobility and also the paranoia that was evident when they mistook the Earl of Pembroke's actions for that of a traitor. However, the source's value could be challenged because we do not know the identity, social status or sympathies of the author. Additionally, it makes no reference to the reasons for Wyatt's actions – his anger over the marriage and the changes in religion.

The source corresponds with Source C as far as it refers to the breakdown in law and order and the resulting discontent in the kingdom caused by disgruntled/disaffected nobles on such matters as politics and religion, all possibly laced with elements of misogyny.

Source B Extract from the Statute of Artificers passed into law by Parliament (1563)

Every person between the age of 12 years and the age of 60 years: not being lawfully retained; nor apprenticed; not having a father or mother living, or other ancestor whose heir apparent he is; not having lands of the yearly value of £10 or above, nor goods or chattels of the value of £40; not being a necessary or convenient officer or servant lawfully retained; not having a convenient farm or holding, shall by virtue of this statute be compelled to be retained to serve in husbandry for one year.

Two justices of the peace, the mayor, or other head officer of any city, and two aldermen or burgesses may appoint any such unmarried woman as is between the age of 12 years and the age of 40 years to be retained as a servant – by the year, by the week or by the day – for such wages as is thought reasonable [by the employer].

For the better advancement of husbandry and tillage, those that are fit to be made apprentices, may be made to serve any householder with land.

Marking notes

The general context of the source is the social and economic pressures facing Elizabeth and her government. The specific context of the source is focused on the means by which the Queen and Parliament intended to deal with the problems and pressures associated with unemployment by putting rules in place to help resolve the issue of beggars and vagabonds.

The source has value in that it is a Statute enacted by Parliament and represents the government's attempt to solve poverty, unemployment and, by inference, famine, by increasing food production. Although the Statute was intended to find work for the idle, by force, if necessary, there is evidently a lack of sympathy for the poor and needy as they are seen as a burden and a problem to be solved. However, the source's value could be challenged because it only hints at the Crown's fear of 'masterless men' and the potential threat to law and order. The fact that these vagabonds are mobile and could wander from county to county increased the risk of criminal activity spreading far and wide. Contemporaries were well aware that this criminal element were prone to joining or contributing to protests and rebellions. They needed to be suppressed for the sake of public order hence the element of compulsion in the law such as ensuring that unmarried women were 'to be retained as a servant' or that everyone aged between 12 and 60 'be compelled to be retained to serve in husbandry'.

The source corresponds with Sources A and C only inasmuch as it reveals another aspect of the pressures facing the Crown at the time irrespective of who was sitting on the throne.

Source C Thomas Radcliffe, Earl of Sussex, commander of the royal forces in York, in a report on the state of the north of England sent to Sir William Cecil (1570)

I sent letters to Sir John Forster to apprehend Robert Shafto and his father. I will interrogate him and send to you his confession. Sir Henry Gates is at Richmond interrogating rebels.

I cannot advise about receiving and conveying the Earl of Northumberland until, on Sir Henry Gates' coming, I understand where he will deliver him. I will warrant his safe conveyance through the limits of my authority, and I will write to the sheriffs and justices of the peace of every county on the way to assist Gates in the safe conveying of the Earl. I will neither speak with the Earl nor any other of the principal rebels except directed by special warrant.

Mr Sayer of Richmond has been in Berwick Castle with his eldest son, a very young man who is a servant to the Earl of Northumberland and who was with the Earl in the rebellion. Upon Mr Sayer's earnest plea for his son's life, I have agreed a fine for his pardon of £500 [c.£120 000 in 2025]: if he were executed Her Majesty would have nothing. If Her Majesty allows this fine, I will proceed with this and others.

Marking notes

The general context of the source is concerned with the aftermath of disorder and rebellion in the traditionally troublesome north of England. The specific context of the source is focused on the apprehension and punishment of rebel leaders and their adherents. The source has value in that it offers a different perspective on the pressures facing Elizabeth. Like Mary, she too is beset by rebels and afflicted by rebellion. This source focuses on the aftermath of rebellion and the need to punish those who rebelled. The source gives the historian valuable evidence of the political pressures facing Elizabeth at a critical time in her reign. However, the value of the source may be challenged because it does not reference the causes of the rebellion or the wider context in which it occurred, amidst the political and religious turmoil affecting some of the northern nobility stoked, in part, by the arrival and detention of Mary, Queen of Scots and the subsequent passing of the Papal Bull of Excommunication.

The source corresponds with Source A as far as it implies the breakdown in law and order and the resulting discontent in the kingdom caused by disaffected nobles on such matters as politics and religion.

0	1	Using your understanding of the historical context, assess the value of these three sources to an historian studying the reasons for the Restoration. [30]
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Candidates will consider the value of the sources to an historian studying the reasons for the Restoration. 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 John Thurloe, Secretary of State, in a letter to Henry Cromwell, Lord Deputy of Ireland (7 September 1658)

May it please your Excellency,

I must inform you of the sad condition we are in here [in England] by the loss of his Highness your father, whose death is lamented by all and can be repaired by none but God himself. The bearer of this letter, Mr Underwood, is a very sober gentleman, and was a servant of the bedchamber to his late Highness and attended him in all his sickness. He can give Your Excellency a full account of all that happened in this sad occasion.

It hath pleased God to give his Highness, your brother [Richard], a very easy and peaceable path to government. Oh Lord! Give him a just and understanding heart, that he may know how to govern this great people, whose peace and liberty he is entrusted with.

But I must acquaint Your Excellency, that there are some secret murmurings in the army, as his Highness was not a general of the army as his father was. They may not accept him, and think that the conduct of the army should be in other hands. I am not able to say what this will come to, but I think the thought of any such thing is dangerous. If anything of this kind spreads further, you shall have an account of it.

Your Excellency's most humble and faithful servant,

John Thurloe

Marking notes

The general context of the source is in regard to the shift in political power at the centre of government due to the death of the Lord Protector Cromwell. The Republic is facing its sternest test in the face of increased support for a restoration of the monarchy. The specific context of the source is focused on the succession with Cromwell's son Richard as the designated heir, but clearly all is not well. There is a lack of consensus on who should succeed let alone govern in Oliver Cromwell's place with the army at the centre of this discontent. The source has value in that Thurloe provides an insider's opinion of the events surrounding Cromwell's death and succession. As an eyewitness he has a unique perspective of those events and his opinion matters. He knows and is known to the major political players of the day. However, the value could be challenged because he may be biased as he is intimately connected to the Cromwell family. There is also an element of rumour and hearsay, for example where it is stated that 'there are some secret murmurings'.

The source corresponds with Sources B and C in that it refers to the general unease in the country at large following the death of Cromwell and the succession of his son.

Source B Francesco Giavarina, Venetian ambassador in England, in a confidential dispatch to the Doge and Senate of Venice (26 September 1659)

After parliament had considered and discussed the question of establishing the present government in some permanent manner, and thought the debate to be nearing the end, after devoting so much time to the subject, we hear this week that it is to be referred to a committee for more thorough discussion. The committee has instructions to examine carefully suggestions on the subject from 1648 onward and prepare something for presentation to Parliament, reporting before 20 October next so that the assembled members may be able to decide what is proper.

Meanwhile, everyone is anxiously waiting to see what direction will be given to this government, which certainly needs it, since it cannot possibly go on as it is. What this direction may be is unknown, for the rulers themselves do not know what to decide. Some want an aristocracy, some democracy, some other forms of government. ... The government is apprehensive of some disturbance, and we shall soon see what will happen ... since all are sick of the present rule.

In this climate one cannot believe anything that is said, so used are they to lying and change. Besides the numerous arrests following the late conspiracy, they have sent to London from Yorkshire [Thomas Belasyse] Lord Fauconberg, Oliver Cromwell's son in law. He was immediately placed under guard like the other persons of rank brought to London, as they suspect them all.

Marking notes

The general context of the source is in regard to the political crisis engulfing the government in the wake of Richard Cromwell's removal from office. The Republic is in danger of collapse due to political infighting and confusion over the next steps – a new Lord Protector or the restoration of the monarchy. The specific context of the source is focused on the decision of Parliament on what form of government should be established. The political divisions are clear and obvious, and the fear is that the chaos may lead to a renewal of armed conflict. The Republicans are opposed by the Monarchists, and both are opposed by the various radical groups. The source has value in that Giavarina provides an outsider's opinion of the political chaos and divisions engulfing the state and its government. He is unlikely to be biased and is simply reporting the events as he sees them. However, the value of the source could be challenged because, as a foreign ambassador resident in England, he works with rumours and hearsay but also information gleaned from courtiers who likely wished to remain anonymous. There are hints that the monarchy may be restored but this is but one among a number of proposals being debated in Parliament.

The source corresponds with Sources A and C in that it refers to the general discontent in the country and the political chaos that has followed the removal of Richard Cromwell.

Source C	Extract from the diary of the Reverend Ralph Josselin, vicar of Earls Colne in Essex (1658–1660)
3 Sep. 1658	Cromwell died, people not much minding it.
23 Apr. 1659	Heard the army had dissolved the Parliament against the consent of the Protector [Richard], and seized Thurloe, and some others it looks, sadly.
27 Apr.	Assured that the Protector had consented to the army to dissolve both houses of Parliament.
30 Apr.	Heard a sad account of things at London, the Protector is deserted and the army is divided. This self-seeking deceitful crew are likely to receive the rewards of their deceits which they have brought upon themselves.
8 May	Matters very quiet in England, Cromwell's family are much hated for their tyranny.
25 Jan. 1660	When I look back into the world, I find nothing but confusions ... poor England unsettled, and her politicians leading her into deep waters. Cromwell's family cast down with scorn to the ground, none of them in command, with the nation looking more to Charles Stuart, out of love to themselves not him. As to the end of these things God only knows.

Marking notes

The general context of the source is in regard to the news of the day particularly the discontent in the country as experienced by ordinary people such as the diarist. The source records factual events laced with personal comment. The specific context of the source is focused on the opinion of Josselin, who is reporting on events as they unfold. The source has value in that the diary is that of a contemporary pro-Parliamentary vicar, which relates general news and the effects of the fall of the Cromwell family, the demise of the Republic and the Restoration of the Monarchy. Josselin provides some evidence of the thoughts and opinions of ordinary members of the public. However, the value could be challenged because, as a vicar located far from the centre of power and national politics, he is hardly privy to the events in London and in Parliament. Amongst the facts the diarist records there are personal opinions, which may be influenced by rumours and hearsay.

The source corresponds with Source B in that it refers to the lies and deceit of those in government and at the centre of power.

Depth study 3
Part 2

Reform and protest in Wales and England c.1783–1848
Protest and campaigns for social reform c.1832–1848

- 0 1** Using your understanding of the historical context, assess the value of these three sources to an historian studying government action on social reform in the period from 1833 to 1847. **[30]**

Candidates will consider the value of the sources to an historian studying government action on social reform in the period from 1833 to 1847. 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 From the Royal Commission report inquiring into the administration and practical operation of the Poor Laws. The findings of the Commission appeared in thirteen volumes between 1833 and 1834.

The first and most essential of all conditions is a principle which we find universally admitted – that the pauper's situation on the whole shall not be made so eligible as the situation of the independent labourer of the lower class. Throughout the evidence it is shown that when the condition of any pauper class is elevated above the condition of independent labourers, the condition of the independent class is depressed; their industry is impaired, their employment becomes unsteady, and its remuneration in wages is diminished. Every penny bestowed that tends to make the condition of the pauper more eligible than that of the independent labourer is a reward for indolence [idleness] and vice. We have found that as the poor rates are at present administered, they amount to a cost of several millions annually. ...

The chief measures which we recommend are that all relief whatever, other than in well-regulated workhouses, shall be declared unlawful and shall cease. ...

We recommend the appointment of a Central Board to control the administration of the Poor Laws ... [and that it] be empowered to cause any number of parishes to be incorporated and to provide new workhouses where necessary.

Marking notes

The general context of the source is the influence of utilitarianism and Edwin Chadwick, though the impact of the new poor law would be legitimate context as well. The specific context of Source A is the concern about rural protest and the costs of the poor rates, which led to the famous Royal Commission. The value of the source lies in its exemplification of the new investigatory approach to legislation, the principle of less eligibility, centralisation and uniformity, all hallmarks of the utilitarian approach. The baleful impact of the uniform approach to regional problems may be commented upon. The source also refers to "well-regulated workhouses", which the utilitarians envisaged would be integral to the new system. The actual operation of the workhouses and their public perception proved to be more problematic in practice. However, the source could also be argued to be limited because of its partial approach to the evidence, that is, did the commission find what it wanted to?

The philosophy in Source A corresponds with the drive towards centralisation and its alleged effectiveness extolled in Source C. The pervasive influence of utilitarianism can thus be traced throughout the whole period of the question.

Source B Andrew Ure, a Scottish professor of science and an opponent of factory legislation, writing in his book *The Philosophy of Manufactures* (1835)

The blessings which science has bestowed on society have been too little dwelt upon, while, on the other hand, it has been accused of lending itself to the rich capitalists as an instrument for harassing the poor, and of extracting from the operative an accelerated rate of work. But in the factory, every part of the loom is adjusted, so that the driving force leaves the attendant nearly nothing to do, certainly no muscular fatigue to sustain, while it produces for him good, regular wages and a healthy workshop. ...

In my recent tour through the manufacturing districts, I have seen tens of thousands of the old, young, and middle-aged of both sexes, many of them too feeble to earn their daily bread by any of the former modes of industry, earning abundant food, clothing and domestic accommodation, without perspiring at a single pore, screened from the summer's sun and the winter's frost, in rooms more airy and salubrious [luxurious] than those of the metropolis in which our Parliament assembles. ...

I have visited many factories and I never saw a single instance of corporal punishment inflicted on a child, nor indeed did I ever see children in ill humour. It was delightful to observe the nimbleness with which they repaired the broken threads while the textile machinery is in use. ...

The factory system, instead of being detrimental to the comfort of the labouring population, is its safeguard.

Marking notes

The general context of the source is the humanitarian unease about working conditions, the growth of new industries and systems, and the impact upon employment and regional economies. Its specific context is the debate about factory reform in the early 1830s, though the clash between the evidence of the 1833 select committee, the commission and the advocates of laissez-faire economics are all relevant. The value of the source is its insight into those who opposed intervention on the grounds that the factory system had been unfairly criticised in reports dependent upon partial evidence. The limitation of the source is its failure to address alternative viewpoints, which is clear from the viewpoint of the author as indicated in the attribution – he is described as an opponent of factory reform.

The source can be usefully compared to Sources A and C as it illustrates the richness of the debate surrounding social reform – government action was influenced by different currents of opinion concerning the necessity for and implementation of social reform.

Source C WA Guy, a professional engineer, writing in his article “The Sanitary Question”, published in the general interest journal *Fraser’s Magazine for Town and Country* (1847)

The utter failure of the system of local government for sanitary purposes is notorious to all who have taken any pains to inquire into the subject. Even if the parish system were perfect for all other purposes of administration, it will fail when applied to some of the chief measures of sanitary improvement. Drainage, especially, which is of vast importance to health, cannot be carried out by parishes. It presupposes an extensive area selected for that purpose, surveyed and laid out with a scientific skill and judgement which few parishes have in their command, and which popular election is extremely unlikely to ensure.

We look upon local self-government – at least for sanitary purposes, whether the governing body be a parish vestry or a town council – as a popular delusion, condemned by common sense and everyday experience. We would rather trust to the central government than to the local authorities. Government nomination would secure a better class of officers than parish election.

Marking notes

The general context of Source C is the conditions in the towns, the Health of Towns Commission and Chadwick’s influential 1842 report. The specific context of the source is the contemporary debate about centralisation and its importance for utilitarians. The value of the source lies in Guy’s professional insight and the salience of the issue in a general literary magazine. Its limitation lies in the blanket condemnation of local government – the Municipal Corporations Act had led to improvements and centralisation was not without its problems: not least its acceptability in political circles. It also ignores the pioneering efforts of medical officers of health in the industrial areas.

It would be permissible to accept answers that include the Public Health Act 1848 as a relevant contextual consequence for Source C.

The source can be compared to Source A as it strongly advocates centralisation and government intervention as a solution to one of the most significant social problems of the period.

Depth study 4 Politics and society in Wales and England c.1900–1939**Part 2 Economic and social challenges in Wales and England
c.1918–1939**

0	1	Using your understanding of the historical context, assess the value of these three sources to an historian studying economic changes in Wales and England between 1921 and 1929.	[30]
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Candidates will consider the value of the sources to an historian studying economic changes in Wales and England between 1921 and 1929. 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 minutes of a meeting of the Cabinet in April 1921
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Some misgivings were expressed as to the way this crisis had been brought about, and the very sudden and heavy fall in wages involved in the proposals of the coal-owners. It was also pointed out that any arrangements which involved the closing of a number of uneconomic mines would have serious consequences for the employees, and that everything should be done to mitigate the economic effect of such closure. During the war, the miners had shown they were intensely patriotic, and it would be a calamity if there was an impression that the Government was siding in this matter with the employers. On the other hand, it was pointed out that the government had throughout been most anxious not to commit themselves in any way as to the reasonableness of the offer of the owners. Reference was made to Mr Hodges' explicit statement that there was not enough money in the industry to pay the men's demands, and to the considered decision of the government that unless the industry was decontrolled, the negotiations with the owners and the men could make no progress.

Marking notes

The general context of the source is that there was unrest in the period after the First World War which led to industrial conflict. Its specific context is that the coalmines had been controlled by the state during the war. However, ignoring the Sankey Commission recommendations, the mines were returned to private ownership in March 1921 and reductions in wages were announced. Workers who refused to accept this were locked out. A conflict between owners and trade unions was looming but a lack of union co-operation, labelled 'Black Friday' averted any serious challenge: the miners had been defeated. It was clear that, economically, the traditional industries of Wales and England were suffering due to post-war problems and that a clash lay ahead.

The value of the source to an historian is that it shows the government's dilemma regarding the future of the mines and the miners following the return of the mines to private ownership after a long period of state control. The owners, however, are heading for conflict with the trade unions as a result. However, there are limitations in that the source does not give a strong indication of what the government's real intentions are, as the source is effectively an overview of discussions taking place.

The link between this source and Source B is that post-war economic changes are building up towards a conflict between the workers and their trade unions versus the government and the owners. The seeds of conflict are being laid here in the economic dispute of 1921, and this will escalate further in Source B to a General Strike and political defeat for the Conservative Government in 1929 as seen in Source C.

Source B An editorial comment in the *Daily Herald*, a trade union-supporting newspaper (4 May 1926)

The miners are locked out to enforce a reduction of wages and an increase in hours. The government stands behind the mine owners. It has rejected the Trade Union Movement's every effort to pave the way to an honourable peace.

The renewed conversations begun on Saturday were ended abruptly in the early hours of yesterday morning with an ultimatum from the Cabinet. Despite this, the whole Labour movement, including the miners' leaders, continued their efforts yesterday.

But unless a last-minute change of mind by the government takes place during the night, the country will today be forced, owing to the action of the government, into an industrial struggle bigger than this country has yet seen.

Both from the debate in the Commons yesterday, and from the long and patient efforts of the Trade Union Movement, the central fact stands out that the blame for the crisis rests on the government and the mine owners.

Marking notes

The general context of the source is that there was unrest in the period after the First World War which led to industrial conflict. Its specific context is that the events of 1921 did not lead to a strike. However, by 1926 further reductions in wages and an increase in working hours were announced, and conflict between owners and trade Unions was inevitable. This would eventually lead to a General Strike, as the Unions were far more unified than they had been in 1921.

The source has value in that it shows the Trade Unions were blaming governmental support for the mine-owners as the root cause of the dispute, and there seems to be bitter differences. The source is, however, clearly biased in favour of the Trade Unions, to which the newspaper provided support. The source corresponds with Source A in terms of its references to the government's support of the mine owners, which had by 1926 become explicit.

The conflict that was foreshadowed – and narrowly avoided – in Source A manifested itself into a General Strike by 1926 as seen here. Economic change in 1921 led to a situation not seen before and would have political ramifications for the Conservative government, as noted in Source C.

Source C Prime Minister Stanley Baldwin, speaking in a general election broadcast to the British people (1929)

It is for the electorate to judge, in the light of our past record, whether we have faithfully redeemed the promises which we made four and a half years ago. We have endeavoured consistently to build up industrial prosperity on sound and permanent foundations, and to improve the social conditions of our people. The result can be seen in the steady revival of trade, especially in the great basic industries, and in the reduction of the cost of living. The future destiny of the country rests in the hands of the electorate. I am confident that, with the growth of the new spirit of co-operation in industry, the present trade revival will make steady, even rapid progress, provided that British industry is guaranteed a period of stable government and can thus enjoy that confidence in the future without which trade recovery is impossible. I ask the electorate once again to place their confidence in our party as the only one which can secure stable conditions and ordered progress along sound and practical lines.

Marking notes

The general context of the source is that Stanley Baldwin is attempting to gain votes in order to win the general election of 1929. Its specific context is that Baldwin is adopting a policy of Safety First in his dealings with economic issues. He is in fact offering very few new ideas and his address is focussed on perceived successes during his administration and the continuation of existing policies. This did not gain favour with the electorate who voted in a Labour government, which – for the first time – had the most seats in Parliament, though it was still a minority government.

The value of the source is that it shows the government is adopting a policy of ‘more of the same’ in respect of economic policy and this would prove unpopular with voters given the industrial problems seen during the Baldwin administration. Being a political speech, it is supporting government policies, however, the content is biased as it is an election address seeking to gain the support of the electorate for the Conservative Party. Economic change led to political change in this respect as the Labour Party in 1929 cemented itself as the second largest party in Wales and England.

Economic change had led to conflict as seen in Sources B and C. The result of this was the downfall of the Conservative government in 1929, and its replacement by the second Labour government. The Conservatives were offering much the same in respect of economic policies, but the events of Sources A and B had proven to be unpopular. Economic change, or the lack of it, had in this instance led to political change.

Marking guidance for examiners for Question 2 and Question 3

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. 1. In addition to the compulsory 30-mark Question 1, candidates choose either Question 2 or Question 3. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme for Question 2 and Question 3 has two parts:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each 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.

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement, but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
	Analysis	For specific sections of correct and effective analysis of either historical material or argument
	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
	Evaluation	For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised
	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
	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
	Not relevant	Topic-based material that is not relevant to the set question
	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
	Something here	The candidate begins to make an argument, but it is undeveloped
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Vague	Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean
	Underline	Used to underline a smaller section of material that is being used to answer the set question
	Box	Used to box a larger a section of material that is being used to answer the set question
	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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Examine the extent of religious change under Mary.**[30]**

Candidates will offer an analysis of the extent of religious change under Mary during the period of her reign. They will demonstrate knowledge of the changes introduced by Mary, gauging how far there was a shift from the religious settlements of her brother and father. If candidates refer to other periods of religious change from within the context of the unit, these can only be used to contextualise the extent of religious change under Mary. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Restoring the Pope as Head of the Church was a significant act that brought the English Church back into the European fold. The restoration of Roman Catholic doctrine and church services backed by royal proclamation and Parliamentary statute legitimised and legalized the changes.
- The nature and impact of the persecution and execution of protestants had a dramatic effect on the thoughts and attitudes of the people.
- Mary's proposal for the restoration of the monasteries was limited and ultimately failed, with only 29 institutions being partly or fully re-established.
- The Protestant changes introduced by Edward VI, for example iconoclasm, Prayer Books, the order of service, were not easily swept aside in some areas.
- The fact that Elizabeth's Religious Settlement was accepted without much opposition suggests that Roman Catholicism was not as deeply rooted as Mary thought.
- Mary's intention to return the kingdom to pre-1529 Roman-Catholicism, thereby by-passing her father's Anglo-Catholicism, was not achieved in the long term.
- Candidates may conclude that while Mary's religious changes appeared to be extensive the fact that she only reigned for a brief period may have limited the effectiveness of those changes, and therefore the extent of religious change under Mary continues to be a matter of debate.

0	3	Examine the extent of the Puritan challenge facing Elizabeth up to 1570. [30]
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Candidates will offer an analysis of the extent to which the Puritans were a challenge to Elizabeth in the context of the specified period. They will demonstrate knowledge of the challenges the Puritans posed to Elizabeth, gauging them and weighing up the extent to which they were a challenge. If candidates refer to other challenges to Elizabeth, these can only be used to contextualise the extent of the Puritan challenge. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- From the outset, Elizabeth had to deal with the considerable religious grievances that stemmed from the persecution of Protestants during Mary's reign.
- During the first decade of the reign, the Puritan movement grew due to dissatisfaction with Elizabeth's Religious Settlement.
- Within Parliament, Puritans' increasing political power made their efforts to challenge Elizabeth's religious policies a more significant issue.
- Among several of Elizabeth's senior advisers, such as Burghley and Dudley, there was some sympathy for Puritanism. Nevertheless, Puritans had a minor presence at Court and, as such, they did not directly affect or influence the Queen.
- Religiously, Puritans remained a mainly fringe religious group up to 1570. Politically, despite their increasing number within Parliament, the Puritans remained a vocal minority that did not control that body.
- The religious divisions of the period did cause the Queen and her advisers some notable problems, for example the Northern Earls feared that Puritan pressure would lead to the imposition of a stricter form of Protestantism.
- Candidates may conclude that while the Puritan challenge appeared to be serious and threatening it was more illusory than real so that the extent of the Puritan challenge facing Elizabeth continues to be a matter of debate.

0 2	“The Ranters had the most significant impact on the growth of radicalism between 1642 and 1660.” Discuss. [30]
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Candidates will offer an appraisal of the significance of the Ranters to the growth of radicalism in the specified period. They will demonstrate knowledge of the Ranters and their impact and gauge the significance of that impact against other factors that affected the growth of radicalism. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The significance of the Ranters on the growth of radicalism stems from their emergence from the Parliamentary army and that they were backed by armed support. This gave them the power to command and to influence a wider audience.
- The political influence of the Ranters was strong for a brief period in the late 1640s due to the leadership of men such as Clarkson, Salmon and Coppe.
- The Ranters were active pamphleteers and were thus able to reach a wider audience. Their ideas were popular among some sections of the population.
- The spread of radical political and religious ideas was much broader than that of either the Diggers or Fifth Monarchy movement.
- The Ranters were but one of several radical groups such as the Diggers and Levellers.
- Dissenting groups such as the Baptists and Quakers became well established. They endured and survived the Ranters. The Anglican Church also endured and survived the period to become the national or state church in 1660, again indicating that the Ranters had limited impact.
- Candidates may conclude that while the Ranters appeared to be influential and significant this was not the case therefore the significance of the impact of the Ranters on radicalism in this period continues to be a matter of debate.

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Examine the reasons for the victory of Parliament in the Civil War. **[30]**

Candidates will offer an analysis of the reasons why Parliament was victorious in the Civil War. They will demonstrate knowledge of the reasons for Parliament's victory, analysing them and weighing up their significance. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The numerical superiority of the Parliamentary force showed in its ability to appeal to and recruit the lower classes. During the war, Parliament's army increased in proportion to the Royalist forces. An enlarged Parliamentary army enabled it to sustain offensive action across the country.
- The economic and financial strength of Parliament enabled it to finance the war.
- Parliament's seizure of the Royal Navy significantly weakened the Crown. The Parliamentary fleet's protection of London, its ability to supply besieged outposts and its logistical support to its land forces was instrumental in preventing a Royalist victory.
- Parliament possessed better military and strategic resources in terms of field artillery and modern weaponry. The creation of a fully equipped professional army (the New Model Army) is evidence of this, coupled with the skills of the eventual Parliamentarian winning team of Cromwell and Fairfax, and commanding respect in political and military matters should not be underestimated.
- Mistakes in Royalist strategy and leadership led to losses in the battles of Naseby and Edgehill.
- The collapse of Royalist morale following a series of military defeats and the capture of key cities such as Bristol, the failure of the King to inspire his supporters, and his role in recruiting troops from Ireland and the subsequent fear of Catholicism all lost the Royalists support.
- Candidates may conclude that the reasons for Parliament's victory in the war were so many and varied, and not down to any one particular factor, that the issue continues to be hotly contested.

**“The Chartist movement was caused mainly by poor living conditions.”
Discuss.**

[30]

Candidates will offer an appraisal of the extent to which poor living conditions were the predominant cause of the Chartist movement. They will demonstrate knowledge of the living conditions that existed in the years leading up to, and during the period of, the Chartist movement, and gauge the significance of these against other factors that contributed to Chartism. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- There were frequent economic depressions during this period, and they coincided with surges in Chartism, for example in 1839, 1842 and 1848.
- The Industrial Revolution had an effect on older industries, and this – for example the plight of the handloom weavers – could be seen in those workers’ support for Chartism.
- Disappointment with the outcome of the Reform Act crisis 1830–2 was a significant influence resulting in the political demands of the Charter and the petitions to Parliament.
- There was a growth in the literacy of the artisan class, which had an impact on the circulation of pamphlets and newspapers, and this in turn had an effect in widening knowledge about Chartism.
- The influence of Methodism and dissent may be referred to, as there was organisational push from this direction. There was also influence from the trade union movement, which had clear links with Chartism.
- Implementation of the New Poor Law in the distressed industrial areas stimulated support for Chartism. However, the Chartist cause was also furthered by poor working conditions, note, for example the links between Chartism and the 1842 General Strike (the Plug Plot Riots) as well as the continued development of the factory reform movement.
- Candidates may conclude that poor living conditions were important in sustaining support for Chartism at specific times, for example in 1838–9, 1842 and 1848, but that the main driving force of the movement was political radicalism.

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Evaluate Sir Robert Peel's leadership of the Conservative Party in the period from 1834 to 1846.
[30]

Candidates will offer an appraisal of Sir Robert Peel's leadership of the Conservative Party during the period from 1834 until 1846. They will demonstrate knowledge of Peel's policies, his party management, and possibly his impact as prime minister during this time, gauging his successes and failures in these areas. If candidates refer to other periods of Conservative/Tory leadership, or indeed make a comparison to contemporary Whig leadership, then this may only be done to contextualise their evaluation of Peel's leadership. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Peel transformed policy after the Tamworth Manifesto, and his reorganisation of the Party subsequent to that contributed to its 1841 election success.
- Peel's leadership of financial, commercial and economic policy after 1841 is often hailed as a huge success for the Conservative Party's reputation.
- His acumen in handling the political crises of 1834 and 1839 was significant, as was his ability to forge a good working relationship – at least after 1839, having overcome Queen Victoria's objections about him – with the monarchy, demonstrating his understanding of the importance of this to his party.
- However, his sometimes-poor relationship with backbenchers and his condescending manner caused resentment.
- Further, his perception that service to Crown and Country trumped party considerations was a source of trouble.
- These manifested themselves in the significant policy differences within the party during the period from 1842 to 1845, causing rebellion and discontent in the party. These disagreements involved issues as diverse as taxation, sugar duties and Ireland.
- Finally, his handling of the Corn Law crisis wrecked the party between 1845 and 1846, and it may be argued that he bore responsibility for this. Or perhaps, it could be argued that, by this time, the party had become unmanageable.
- Candidates may conclude that Peel's leadership was crucial in transforming Conservative fortunes from abject electoral defeat in 1832 to crushing victory in 1841. However, they could also argue that Peel failed to create a sufficiently coherent philosophy that could unite the party and that, for all his executive ability, he was seriously deficient in the arts of party management.

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“Changes to the electorate were the most significant political development in Wales and England in the period from 1918 to 1939.” Discuss [30]

Candidates will offer an appraisal of the significance of changes to the electorate as a political development in Wales and England in the specified period. Maintaining their focus on the question set, candidates will demonstrate knowledge of the changes to the electoral corpus and gauge the significance of these changes against other factors that effected political development at this time. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The Representation of the People Act, 1918 was a significant move in the development of democracy, giving women over the age of 30 the vote and abolishing practically all property qualification rules.
- While this Act had already been a substantial move a more equal society, the Representation of the People Act, 1928 went further. It extended the vote to all women over the age of 21, and thus democratic equality between women and men was secured.
- However, it may be argued that Government electoral reform was mere tokenism, and attitudes towards the poor and towards women changed very little in this period.
- As a counterargument, it may be argued that the rise of the Labour Party may be more significant, although links to the impact that a broader franchise had on the success of Labour may also be made.
- Other factors that effected political change during the period include the fall of Lloyd George and the decline of the Liberal Party, as may the political crises that led to the formation of a National Government.
- The interrelationships between these factors are likely to be noted, and some candidates may argue that it is impossible to disentangle their impact in developing politics at this time.

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- Examine the impact of migration from Wales on the lives of the people of Wales and England. Refer only to the period between 1921 and 1939 in your response.** [30]

Candidates will offer an analysis of the significance of the impact of migration on the lives of the people of Wales and England during the specified period. Candidates will demonstrate knowledge of the impact of migration on Wales: how it affected the people that migrated and the people who were left behind, as well as the impact on the other side of population movement – those people in England who experienced the consequences of Welsh migration into their localities. Maintaining their focus on the question set, candidates may gauge the impact of migration compared to other factors that affected the lives of the people of Wales and England at this time. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Migration in this period led to 440 000 people leaving Wales to look for work elsewhere, especially during the early years of the Depression of the 1930s.
- 85% of people that left Wales did so from the valleys of South Wales, devastating local communities such as Merthyr Tydfil, which alone lost 10 000 inhabitants during the 1930s.
- As a result, this led to a shortage of skilled workers and the influx of foreign labour, which had a dramatic effect on the Welsh language and Welsh traditions.
- Official Government schemes encouraged workers from Wales to move to England where they could secure stable employment and a higher standard of living.
- However, migration was only really significant in the valleys of South Wales as the rest of Wales was left largely unaffected. This was also the case for the English communities who, despite not always being welcoming, benefitted from the influx of workers.
- The importance of regional experiences in the period may also be discussed, as may the relative successes and failures of government policies and their impact on the lives of the people of Wales and England at this time.