GCE A LEVEL MARKING SCHEME

SUMMER 2024

HISTORY - UNIT 4
DEPTH STUDIES 5–8: NON-BRITISH HISTORY

1100U50-1
1100U60-1
1100U70-1
1100U80-1

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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, 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.

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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.				

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

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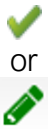
Stamps and annotations used for Assessment Objective 2

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 5 **Religious reformation in Europe c.1500–1564**
Part 2 **The spread of Protestantism and counter-Reformation c.1531–1564**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying the development of the Catholic Reformation (Counter-Reformation) between 1539 and 1564. [30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the development of the Catholic Reformation (counter-Reformation) between 1539 and 1564. 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 Ignatius Loyola, the founder of the Jesuits, outlines the purpose of the order in *The First Sketch, or Prima Summa, of the Society of Jesus* (1539)

This community is founded principally for the advancement of souls in Christian life and doctrine, for the propagation of the faith by the ministry of the Word, by spiritual exercises, by works of charity, and expressly by the instruction in Christianity of children and the uneducated. This entire society and each one individually are soldiers of God under faithful obedience to our most holy lord Paul III and his successors, and are thus under the command of the vicar of Christ and his divine power not only as having obligation to him which is common to all clerics, but also as being bound by a vow that whatever his Holiness commands relating to the advancement of souls and the propagation of the faith we must immediately carry out, whether he sends us to the Turks or to the New World or to the Lutherans or to others.

Marking notes:

The general historical context associated with this source is the founding of the Jesuit order and the specific historical context may include reference to the perceived need for a more proactive response to the Protestant threat as it expanded through the 1520s and 1530s, with the Order being given the seal of papal approval in 1540. The source is from Loyola's laying down the principles of the Society of Jesus, seen by many as a critical step in restoring the fortunes of the Catholic Church. It explains that the purpose of the Order is to educate people in the correct religion as laid down by the Pope, however, it has a militaristic tone as there are a number of perceived threats to be overcome – not just the Protestants in Germany, but the Muslim Turks from the east as well.

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Source B Pope Paul III, from the papal bull *In nomine Sancte* (November 1542). The bull called for a Church council at Trent.

The situation in Christendom has become worse and worse. The Emperor [Charles V] went to Germany and started holding meetings with German princes and representatives of the cities to discuss the compromise he had discussed with us [Paul III]. But any chance of peace began to fade, and as it became clear to us that these meetings would only produce a worse situation, we decided to return to the original plan: a general council, and proposed this to the Emperor. We were afraid that we might be asked to tolerate certain [Protestant] beliefs until they could be discussed and judged by a universal council. However, that was completely incompatible with our will and that of the papal position, as well as Christian and Catholic truth. We felt it better to call a council immediately. Let the princes arrange for the Church leaders to attend without delay, especially those from Germany – they are the reason for the council and the city they wanted has been chosen. Here we can restore what is good, [we can] correct morality and bring peace and unity to Christians so that the attacks of the barbarians and infidels who want to overthrow Christendom can be repulsed.

Marking notes:

The general historical context associated with this source is the papal decision to call a Church Council at Trent and the specific historical context may include reference to the failure to achieve a rapprochement with the Lutherans at the recent Colloquy of Regensburg (Ratisbon), the recent cessation in the war with the Turks, or even the slow pace at which the Council came into being as it did not sit for another three years. The source is an explanation of the urgent need for a council to settle doctrinal matters but is couched in terms of the need for Christian unity to present a more effective resistance to the threat from the Ottomans in the east. This is similar to the end of Source A. As a Papal Bull it carries a lot more legal weight across Christendom than any demand from a territorial ruler like the Holy Roman Emperor.

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Source C From the final decree of the Council of Trent (November 1564)

As to clerical residence, so that there will be no misunderstanding about the wishes of the Holy Council, the Council orders that every cleric – even cardinals – are bound to reside personally in their church or diocese where they should do their job which has been given to them. They cannot be absent without written permission from the Pope or, if he is absent, the oldest resident bishop. Moreover, suitable arrangements should be made in their absence so that their flocks do not suffer. In any case, for whatever reasons, the absence should not exceed a period of three months in any one year. Also, unless required by diocesan duties, bishops should be in their cathedral churches for Advent, Quadragesima [the first Sunday after the start of Lent], Christmas, Easter, Pentecost and Corpus Christi.

All lesser clergy whose duties put them in charge of souls should not be given leave to go [to be absent] for longer than two months except in exceptional circumstances.

On the authority of the Pope:

Finally, the Council declares that nothing in any form has been established by this Holy Council in the areas of moral reform or Church discipline under the pontificates of the late Paul III and Julius III or under the present Pope, Pius IV, which undermines or limits the authority of the Pope.

Marking notes:

The general historical context associated with this source is the Council of Trent and its attempts to clarify Catholic doctrine to allow for the identification of heresy. The specific historical context may include reference to this source being from the final decree of the Council when its rulings were set in stone after years of debate. The source clearly lays out Catholic doctrine and practice linking back to the original criticism of the Church made by the humanists and reformers, dealing with the issue of absenteeism and the authority of the Popes. By defining doctrine and practice it was hoped that they could more clearly identify heresy and root it out, while also having clearer ideas to persuade people back to Catholicism. This is bringing resolution to the doctrinal issues referenced in Source B.

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Depth study 6 **France in revolution c.1774–1815**
Part 2 **France: republic and Napoleon c.1792–1815**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying opposition to the Directory between 1795 and 1799.** **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying opposition to the Directory between 1795 and 1799. 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 Verona Declaration, issued by the newly proclaimed Louis XVIII following the death of his nephew, the uncrowned Louis XVII (June 1795)

To all my subjects, greetings,

The mysterious workings of God have at the same time they have given my nephew's crown to me, imposed on me the necessity of tearing it from the hands of revolt, and the duty of saving the country, which has been reduced by a disastrous revolution to the brink of ruin.

Godlessness and revolt have been the cause of all the torments you experience. In order to stop their progress, you must dry up their source. You must return to that holy religion which showered down upon France the blessings of heaven. We wish to restore altars, prescribe justice to sovereigns and loyalty to subjects: the Church maintains good order, ensures the triumph of the laws, and produces the good fortune of empires.

You must restore the government which, for fourteen centuries, constituted the glory of France and the delight of her inhabitants; which made our country the most flourishing of states and yourselves the happiest of people.

Marking notes:

The general context of the source is the continuing turbulence sweeping France in the wake of the ending of the Terror and the violent reaction of those opposed to it, while the specific context of the source is the decision by the newly proclaimed Louis XVIII (younger brother of the executed Louis XVI) to outline for his supporters his vision following the death of his uncrowned nephew, Louis XVII, on 8 June 1795. This bears some of the hallmarks of a manifesto: he promised to restore Catholicism to its primacy, in a thinly veiled threat to the constitutional Church. He urges that order be restored and implies that the ancien régime was the time when the people were happiest. Historians would find this useful as it is a direct pitch for support to the counterrevolutionaries.

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Source B Merlin de Douai, one of the Directors, in an article in the newspaper *Le Moniteur* (31 March 1798)

This year, ever true to their objective of overturning the Republic, our foreign foes have changed their tack [methods], but not their intentions. They have conjured up a different sort of conspiracy with no less audacity and just as much treachery. Their aim is to put universally detested individuals into the legislature and into local office, men whose very names terrify both the silent majority and firm republicans alike. The project, which they do not hide, is to strike terror into the hearts of all citizens and to encourage them to take their fortunes out of the country.

Citizens, rest assured, the government is on the alert; it knows the enemies who are troubling the country; their plots will be foiled. On 18 Fructidor [September 1797] the legislative body knew just how to rid its ranks of traitors who had been sitting there for four months; it is quite prepared to exclude those who might be elected now. It removes the authority to validate the operations of the electoral assemblies. That power will be duly exercised in Floréal [May 1798] and you can be sure that its sense of justice, its commitment to the constitution and its devotion to the Republic will set a seal of disapproval upon any choices that the conspirators have dictated by means of violence, intrigue and illegal influence. For too long the factions have troubled France. Calm and confidence must be restored.

Marking notes:

The general context of the source is the considerable degree of opposition the Directory is facing from both left (extreme Jacobins) and right (royalists and counterrevolutionaries), while the specific context of the source is the coup d'état of Fructidor, when the Directory simply purged the royalist opposition and cancelled the election of a number of deputies in the Council of Five Hundred. The source suggests that since its inception in 1795, the enemies of the Republic have conspired to undermine its authority with the ultimate aim of overthrowing it. Douai, as one of the Directors, lays bare the extent of the threat and the ruthless action the executive is prepared to take. It is of value in suggesting the scale and scope of the threat from the opposition.

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Source C An anonymous British print, caricaturing Napoleon during the coup of Brumaire, entitled 'The Corsican Crocodile dissolving the Council of Frogs!!!' (November 1799)

Marking notes:

The general context of the source is the coup of Brumaire, where Napoleon conspired with two others to overthrow the Directory and establish the Consulate. The specific context of the source is the appearance of Napoleon at the meeting place of the Council of Five Hundred with armed grenadiers ready to disperse them. The source caricatures the moment, portraying Napoleon as a crocodile dispersing the Council, likely using the offensive British allusion to the French. The value of the source is the foreign perspective it presents and the clear suggestion that military force applied by a popular general was now at the forefront of opposition to the Directory.

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Depth study 7 **The crisis of the American republic c.1840–1877**
Part 2 **Civil war and reconstruction c.1861–1877**

0 1 **Using your understanding of the historical context, assess the value of these three sources to an historian studying attitudes towards emancipation between 1862 and 1865.** **[30]**

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying attitudes towards emancipation between 1862 and 1865. 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 President Abraham Lincoln, writing in The Preliminary Emancipation Proclamation (22 September 1862)

On 1 January 1863, all persons held as slaves within any state, or designated part of a state, shall be thenceforward and forever free; and the executive government of the United States, including the military and naval authority, will recognize and maintain the freedom of such persons, and will do no act to repress any of them in any efforts they may make for their actual freedom.

That the executive shall, on 1 January, designate the states, and part of states, in which the people do not comply, as being in rebellion against the United States.

Marking notes:

The general context of the source is the mid-point of the Civil War in the aftermath of the Battle of Antietam, while the specific context of the source is the issuing of the Provisional Emancipation Proclamation in the aftermath of the narrow victory in that battle. The abolition of slavery was a measure that had been planned in secret for several months and followed Congressional measures earlier in 1862 that had abolished slavery in federal territories and allowed slaves captured during the fighting to be freed. It had limitations: it promised slavery could continue in any rebel states that re-joined the Union by the beginning of 1862, and it did nothing about the slave states still in the Union. Many realised it was as much as Lincoln had the power to achieve in 1862 and it was considered a vital war measure to undermine the war efforts of the Confederacy, where there was increasing concern about the loyalty of slaves working on understaffed plantations.

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Source B	CB Wilder, a captain in the Union army, interviewed by the American Freedmen's Inquiry Commission at Fortress Monroe, Virginia (9 May 1863)
Question	How many of the people called contrabands have come under your observation?
Answer	Some 10 000 have come under our control, to be fed in part, and clothed in part.
Question	In your opinion, is there any communication between the refugees and the black men still in slavery?
Answer	Yes Sir, we have had men here who have gone back 200 miles.
Question	In your opinion would a change in our policy, which would cause them to be treated with fairness, their wages punctually paid, and employment given to them in the army, become known and would it have any effect upon others in slavery?
Answer	Yes – Thousands upon Thousands. I went to Suffolk [in Virginia] a short time ago to enquire into the state of things there, and the colored people actually sent a deputation to me one morning before I was up, to know if we put black men in irons and sent them off to Cuba to be sold, or set them at work and put balls on their legs and whipped them, just as in slavery; because that was the story up there, and they were frightened and didn't know what to do. When I got at the feelings of these people I found they were not afraid of the slaveholders.

Marking notes:

The general context of the source is the Emancipation proclamation being issued, while the specific context of the source is the influence of the Proclamation on the behaviour of the slaves in the South after it was issued. The source shows the aftermath of the emancipation proclamation coming into effect on 1 January 1863, and, as the fighting in the spring of 1863 had becoming bogged down in sieges and stalemate, this interview with a Union captain shows that the idea of emancipation being a way to undermine the enemy by winning over the slaves was beginning to have some effect. Escaped slaves, referred to as 'contraband', were starting to escape north and encourage others to join them. It illustrates that the slaves were much less afraid of their slave masters than they had previously been. It also shows that the Confederacy recognized this as a serious issue as they were spreading rumours of the Union's poor treatment of escaped slaves. However, it is not possible to know how widespread this influence was amongst the slaves in the Confederacy.

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Source C Martin Delany, a free-born African American Union Officer working at the Freedmen's Bureau, in a speech to a meeting of freedmen and women in South Carolina in which he gave advice to the former slaves (23 July 1865)

So I will come to the main purpose for which I have come to see you. As before, the whole South depended upon you, now the whole country will depend upon you. I advise you how to get along. Set up a community and get all the lands you can. Grow as many vegetables etc. as you want for your families; on the other part of the land cultivate rice and cotton. Now you understand that I want you to be the producers of this country. It is the wish of the Government for you to be so. We will send friends to you, who will further instruct you. You see that by so adhering to our views, you will become a wealthy and powerful population. Now I look around me and notice a man, barefooted, covered with rags and dirt. Now I ask, what is that man doing, for whom is he working? I hear that he works for this or that farmer for 30 cents a day. I tell you that must not be. That would be cursed slavery over again. I will not have it, the Government will not have it, and the Government shall hear about it. I will tell the Government. I tell you slavery is over, and shall never return again.

Marking notes:

The general context of the source is events in the aftermath of the Civil War; the specific context of the source is the Freedmen's Bureau's attempts to deal with the emancipated slaves after the war. The source is a government official, a free-born African American Union army officer, explaining to the freed slaves of South Carolina what they must do to improve their lives and how the government supports them in doing so. The Freedmen's Bureau had been set up by Lincoln a few months earlier to help look after freed slaves through the transition period to their new lives. However, it was limited by the lack of land it had to offer former slaves and by the Black Codes that were passed by southern legislatures. The speech emphasises the support of the Union government for former slaves despite, in reality, its influence being very limited, especially in the immediate aftermath of the war, when none of the former Confederate states had returned to the Union. The speaker is trying to reassure former slaves that the government will do what it can to look after them, even though he must have doubts about their will or ability to do this. Combined with the other sources, this shows how emancipation developed from a limited measure to progress the war to a plan to improve the lives of former slaves once the war was over.

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Depth study 8 Germany: Democracy and dictatorship c.1918–1945
Part 2 Nazi Germany c.1933–1945

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the economic policies of Nazi Germany during the period from 1933 to 1945. [30]

Candidates will consider the value of the sources, both individually and in relevant groups, to an historian studying the economic policies of Nazi Germany during the period from 1933 to 1945. 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 Gunther, an American journalist, writing in his popular contemporary account of Europe, Inside Europe (1938). The book was written during Hjalmar Schacht's term of office but published after his resignation in 1937.

Not only has Schacht been Hitler's keeper of the purse but he has contrived to make himself indispensable as a link between Hitler and the whole of German economic life. Schacht, beyond any doubt, is one of the ablest financial experts alive. He really understands money. He had the quadruple job of paying for imports, financing public work projects to relieve unemployment, meeting the cost of rearmament and maintaining the ordinary budget of government. Where did Dr Schacht get all the money from?

He juggled with internal loans from banks, insurance companies and the like, which were bled almost empty, giving in return government Mefo Bills, worth no more – and no less – than the government's promise to pay. These loans amounted to nothing less than the compulsory mobilization of the wealth of the German people, and the money has been used to finance a colossal war machine. Externally, Dr Schacht has performed even greater feats of financial wizardry, contriving to pay for imports by getting his creditors to foot the bill, saying 'I cannot pay my debts unless you lend me more.' This process reached its most extreme phase back in December 1934, when the Bank of England granted a £750,000 credit to Germany, so that Germany might have means to meet old debts and build aeroplanes that could cross the English Channel in seven minutes.

Marking notes:
The general context of the source is the aims of Nazi economic policy and the issues facing the early years of the Third Reich, while the specific context of the source is the impact of Schacht's policies and his achievements. He resigned in 1937 after disagreements with Hitler and Goering about priorities. The source's provenance should be commented upon – it is a US journalist's impression of events being recorded in a publication designed to sell. It has the advantages of a well-informed outsider who can write and focus on interesting material. Points relevant to the set enquiry include a short summary of Schacht's aims and methods, deficit financing, Mefo Bills, and export and import policy. Gunther does not explicitly refer to the reduction of unemployment, or the New Plan, but there are indirect hints. The discussion could draw upon the context of the disagreements over exports and rearmament. Gunther's tone about Schacht is almost adulatory and not particularly critical.

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Source B Adolf Hitler, in a memorandum to his ministers, ordering a Four-Year Plan, which replaced the New Plan (4 September 1936)

The world has been moving with ever-increasing speed towards a new conflict, which will be with Bolshevism. I therefore draw up the following programme for a final provision of our vital needs:

Parallel with the military and political rearmament of our nation must go its economic rearmament and mobilization. In future, the interests of individuals can no longer play any part in these matters. There is only one interest, the interest of the nation; only one view, the bringing of Germany to the point of political and economic self-sufficiency …
The job of the Ministry of Economics is simply to set the national economic tasks; private industry has to fulfil them. But if private industry thinks itself incapable of doing this, then the National Socialist State will know how to resolve the problem on its own. Nearly four precious years have now gone by; there has been time enough in four years to find out what we cannot do. Now we have to carry out what we can do.

I have set the following tasks:

(i) The German armed forces must be operational within four years.

(ii) The German economy must be fit for war within four years.

Marking notes:

The general context of the source is the economic recovery to 1936 and the emerging tensions over rearmament and the direction of economic policy. The specific context of the source is the genesis of the Four-Year Plan and its integration with Nazi foreign policy. The source's provenance will be commented upon, particularly the authorship, its style and the assertive tone and clarity of the document. Points relevant to the set enquiry include the importance of rearmament, autarky and extensive controls often summarized as "guns not butter". There is plenty of debate in this area as the Nazis tried to have it both ways – guns and butter – and failed. By 1939, the economy was unbalanced and in danger of overheating. Whether the armed forces and the economy were in fact ready for war after four years is a big area of debate among historians.

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Source C Dr Joseph Goebbels, the Nazi Minister of Propaganda, describes, in his diary, a meeting with the Gauleiters and government ministers (8 October 1943)

Speer's industrial experts didn't say much that was new for me, but their pessimistic descriptions of the state of the war and war production were a good introduction for Speer's own fifty-minute address. Based on solid facts and figures, he demonstrates as clearly as can be that nothing will now help except total effort for total war, as – for all the good it did – I already said in my speech at the Sportpalast [in February, when I too advocated a vigorous approach to total war].

Speer told the Gauleiters very bluntly that no protests and no arguments would deter him from converting all industrial plants to war production. He is, of course, right: the Führer has ordered him to transfer a million workers into armaments at once and, furthermore, to release sufficient young men from the armament industry to form about twenty divisions. The Gauleiters are screaming holy murder [furious], for of course it means the end of most of their flourishing industries. But they'll have to go along with him.

Marking notes:

The general context of the source is the failure to win the war by 1943 and the failure of the Nazis to initiate a total war effort by 1942. The specific context of the source is the decision to go for total war in 1943 after the Stalingrad debacle in February that year, and the crucial role of Speer in the armament drive by October 1943. The source's provenance should be commented upon – it is from the diary of a Minister of Propaganda, a man who was an early advocate of the total war concept and highly critical of the Gauleiters' conduct. Points relevant to the set enquiry include references to total war, the resistance of the Gauleiters, the crucial role of Speer, the manpower shortage, and the use of forced labour.

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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. I. 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.

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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.					

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Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
AN	Analysis	For specific sections of correct and effective analysis of either historical material or argument
DP	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
EVAL	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
Jdg	Judgement	Used to note an emerging or not fully supported judgement
NAR	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
NR	Not relevant	Topic-based material that is not relevant to the set question
REP	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
SH	Something here	The candidate begins to make an argument, but it is undeveloped
SJ	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
V	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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0 2 **Examine the extent of the geographical and social expansion of Lutheranism between 1531 and 1555.** **[30]**

Candidates will offer an appraisal of the extent of the geographical and social expansion of Lutheranism. They will demonstrate knowledge of the nature of the expansion of Lutheranism, analysing it and weighing up its significance. Where other examples of expansion are discussed, these must be limited to comparative factors that serve to illuminate the extent of geographical and social expansion. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- There were notable conversions to the Lutheran cause in the 1530s, for example the Electorate of Württemberg. The emphasis on converting princes would pay dividends following the Peace of Augsburg.
- Loyalty to the Lutheran cause continued in many territories and it did not waver, even through the years of occupation following defeat in the first Schmalkaldic War and the Armed Diet of 1548.
- The end of the Schmalkaldic Wars in the 1550s saw Lutheran territories restored to their rulers in the Peace of Augsburg, confirming the territorial gains made through the period.
- However, not all of Germany had switched to the Lutheran cause – the Peace of Augsburg entrenched existing divisions.
- Further, that Peace had a significant impact on the geographical spread as it was the princes who determined the religious loyalties of their territories.
- The more radical Protestant groups were excluded from the Peace of Augsburg and continued to be persecuted by both sides rather than becoming supporters of Lutheranism.
- Little was done to win over rural communities to Lutheranism

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0 3 **"Calvin's system of Church government was more important than his doctrine to the growth of support for Calvinism." Discuss with reference to the period from 1536 to 1564.** **[30]**

Candidates will offer an appraisal of Calvin's system of Church government and Calvinist doctrine. They will demonstrate knowledge of both areas, analysing them and weighing up their significance against each other. Where other reasons for the growth of support for Calvinism are discussed, these must be limited to comparative factors that serve to illuminate the importance of the named issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- When Calvin initially arrived in Geneva in 1536 the city authorities refused to listen to his theology as they found his ideas vague.
- When he returned in 1541 with his Ordinances, which laid out how a system of Church government should be run. the Genevan authorities welcomed him back.
- The Genevan Council immediately began to implement his ideas on how the state should be run.
- The final and clearest version of his theology, the Institutes, was only published in 1559.
- However, the appeal of Calvin's theology to those who came to follow him, for example William Farrell, could be deemed key.
- Governments beyond Geneva came to see the political elements of Calvinism as subversive and threatening, which may have proved challenging for its growth.
- Beyond Geneva, Calvinism became a religion of political resistance to government based around the idea of predestination.
- Given that Calvin's political ideas were influenced so heavily by his theology it is difficult to fully separate the two.

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0 2 **"The federalist revolt presented the most serious challenge to republican rule between 1792 and 1795." Discuss. [30]**

Candidates will offer an appraisal of the challenge posed by the federalist revolt to republican rule. They will demonstrate knowledge of the named issue, analysing it and weighing up its significance. Where relevant, this will be done in the context of other issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The Federalist revolt was a significant attempt to destabilise the Revolution. It posed a direct challenge to the authority of the Republic in general and that of the Committee of Public safety (CPS) in particular.
- The start of the federalist revolt in Marseilles in April was contagious: it spread to many areas, including Lyon, and it required the deployment of significant resources by the republican government to suppress it.
- Risings across France encouraged and gave hope to royalists and other counterrevolutionaries determined to overthrow the Republic.
- The brutality used by republican forces under the direction of *representatives on mission* shocked many neutrals in both France and Europe.
- The decision to go to war in 1792 had a greater impact on the development of the Revolution.
- The trial and execution of Louis in December 1792/January 1793 opened up deep divisions.
- The decision to purge the Girondins and then establish a dictatorship under the Jacobins can be considered the most radical shift in the revolution as it lurched to the left.
- The decision to establish the CPS and effectively create a Jacobin dictatorship enforced by Terror had a greater significance on the course of the revolution.

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0 3 **To what extent did the Peninsular War contribute to Napoleon's ultimate defeat? [30]**

Candidates will offer an appraisal of the contribution of the Peninsular War to Napoleon's ultimate defeat. They will demonstrate knowledge of the named issue, analysing it and weighing up its significance. Where relevant, this will be done in the context of other issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Napoleon's decision to invade Portugal in 1807 to enforce the Continental System drew British soldiers to the peninsula to support her ally. They would prove instrumental in challenging French domination in Europe.
- Following Napoleon's overthrow of the Spanish monarchy and the imposition of his brother Joseph on the throne, Spain rose in revolt.
- The Spanish "Ulcer" drew France into a brutal civil war, which drained French manpower and sapped French morale.
- Numerous defeats by British forces and their allies dented the myth of French military invincibility and encouraged other powers into opposition.
- Napoleon's decision to invade Russia in 1812, before securing a victory in the Peninsular War, ultimately proved disastrous and resulted in the destruction of the Grand Army.
- Failure to defeat Britain and his loss of control of the sea following Trafalgar meant he had an enemy with the financial resources to continue supporting numerous coalitions.
- The impact of the rising tide of nationalism – in Spain, Portugal and the German states – which was inspired by his policy of deposing established rulers and placing his own family on the vacant thrones.
- The unwieldly nature of the empire he controlled, which had too many unstable and unreliable parts.

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0 2 **To what extent was Union victory in the Civil War the result of the military leadership of the Union generals? [30]**

Candidates will offer an appraisal of the military leadership of the Union generals, demonstrating knowledge of their actions. They will analyse this leadership and weigh up the extent to which it led to Union victory in the Civil War in light of a range of other relevant factors. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Ulysses S Grant was responsible for several key victories in the war – Shiloh, Vicksburg, Chattanooga, Petersburg.
- As commander in chief, Grant oversaw the aggressive campaign against the Confederacy that began in the spring of 1864, which included the scorched-earth tactics of Sheridan's capture of the Shenandoah Valley and Sherman's Atlanta campaign.
- Meade commanded at the key Union victory at Gettysburg, which effectively ended Confederate military operations in the North.
- Farragut was responsible for the capture of New Orleans and the opening up of the Mississippi, which led to the Confederacy being split in half.
- On the other hand, it may be argued that the Union generals were less effective in securing victory, noting, for example, that war was prolonged by the hesitancy of some of them failing to take risks or to follow up their victories. Most notable among these was McClelland in the early phase of the war, and especially the Peninsula campaign; and even Meade, the victor of Gettysburg.
- The limitations of the Southern economy weakened the South more than any military campaign.
- Northern advantages in terms of manpower and materials overwhelmed the South by 1864.
- The failure of European governments to diplomatically recognise the existence of the Confederacy meant that it was fatally weakened by isolation.

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0 3 **Evaluate the impact of Reconstruction on the lives of African Americans in the period from 1865 to 1877. [30]**

Candidates will offer an appraisal of the impact of Reconstruction on the lives of African Americans. They will demonstrate knowledge of Reconstruction, analysing it weighing up its impact. Where relevant, this may be done in the context of other issues; however, the emphasis of the question must remain on the impact – or otherwise – of Reconstruction on the lives of African Americans. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Reconstruction aimed to guarantee equal treatment and the right to vote as enshrined in the 14th and 15th amendments, as well as the constitutional abolition of slavery with the 13th amendment. These aims were significant and demonstrated a commitment to the improvement of the lives of African Americans (it may, however, be suggested that the outcomes were patchier).
- The military Reconstruction Act and the election of Ulysses S Grant resulted in a military occupation of Confederate states to ensure they had effectively ended slavery before they could re-join the Union.
- African Americans living in the South began to see some improvements in their political status as they formed the Union League within the Republican Party and began to be elected to local and national political office.
- Some African Americans also benefitted from the economic recovery in the southern states in the 1870s.
- Nevertheless, there was little material benefit for many African Americans as a result of Reconstruction: promises made by some of the Union generals and Congressmen to confiscate land from slave owners to give to former slaves never came to pass.
- Johnson's policy of supporting states' rights and trying to win back Confederate states as quickly as possible gave the Confederate states the ability to treat former slaves as second-class citizens.
- The Ku Klux Klan's campaign of violence and intimidation meant that many African Americans were fearful of the consequences of making the most of the rights they had gained.
- Overall, African Americans' rights were not especially improved, nor was their access to impartial justice increased. Indeed, there were the beginnings of *de facto* segregation in many public places and in education.

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0 2 **To what extent was Nazi Germany a totalitarian state during the period from 1933 to 1939?** **[30]**

Candidates will offer an appraisal of the nature of the Nazi state between 1933 and 1939. They will demonstrate knowledge of aspects that may have defined it as being totalitarian and analyse these, weighing them against arguments that it was not totalitarian. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The implementation of the apparatus of dictatorship was swift with the Enabling Act, the ban on other political parties and trade unions and the ruthless elimination of rivals, for example the Night of the Long Knives. The use of plebiscites gave the regime the appearance of legitimacy although many aspects of Hitler's policies were clearly popular such as his foreign and economic policies.
- The impact of terror, including the use of the police, Schutzstaffel (SS), block wardens and concentration camps for political opponents, not only silenced critics but also deepened and consolidated Nazi control.
- The effect of propaganda, control of the media and literature and the strength of Hitler's personality cult eased the operation of a one-party state.
- The indoctrination of youth and the control of education were carefully calculated to bolster the regime's present and future support.
- However, the debate about whether Hitler was a weak dictator who tolerated overlapping and inefficient state and party structures is highly relevant to the discussion.
- The debate about the extent of Nazi control of the economy and business suggests that much was outside the control of the party. The Nazis were often keen to follow public opinion using polls to shape policy. The extent to which the Third Reich was a consensual dictatorship has been an issue for historians.
- The regime's caution (by 1939) about its approach towards the established Churches and the toning down of the euthanasia programme in response to Roman Catholic protests acknowledged the strength of Christianity in Germany. Similarly, occasional caution was shown in response to the foreign reaction about aspects of racial policy before 1938 and during the Olympic Games in 1936.
- Freedom of travel – internally and externally – is often cited against the notion of a completely totalitarian state.

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0 3 **"Hitler's mistakes were mainly responsible for Germany's defeat in the Second World War." Discuss. [30]**

Candidates will offer an appraisal of the reasons for Germany's defeat in the Second World War. They will demonstrate knowledge of Hitler's mistakes, analysing them and weighing up their significance in the context of other contributory factors. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- There was an over reliance on Blitzkrieg, and an inability to gear the economy for total war left Germany vulnerable to a war of attrition against more powerful enemies.
- Hitler vacillated over finishing off the United Kingdom in 1940–1941, and his reckless decisions to attack the USSR and declare war on the US in 1941 were major strategic errors that led to Germany's defeat.
- Dismal conduct of the Stalingrad and Tunisian campaigns, for which Hitler must bear primary responsibility, were crucial turning points in the war in 1942–1943.
- Hitler failed to recognise any potential diplomatic solution to Germany's problems, for example a separate peace with the USSR, which some historians believe was possible in 1942–1943 as Stalin was disillusioned with the Western Allies' actions over Italy and what he perceived as foot dragging over the opening of the Second Front.
- Against this, was the overwhelming economic strength of the United Kingdom, the USSR and the US, which made a German victory insurmountable.
- The superior naval and aviation assets of the Allies had begun to tell by 1942–1943; this was particularly evident in the Battle of the Atlantic, as well as the Allies' strategic bombing and flexible amphibious capability. The resilience of the USSR was also increasingly apparent by this time.
- Improved allied military competence was also a major factor by 1942–1943, and this was demonstrated in major campaigns in 1944–1945 on both the Western and Eastern fronts. German military incompetence was not always Hitler's fault: he made the right decisions over the initial attack on France in 1940. Goering was ineffective as head of the Luftwaffe and other German military leaders could be held responsible for the folly of over-extension, for example Rommel in North Africa.
- Unreliable allies such as Italy, Rumania and Hungary weakened Germany, as did its ineffective co-ordination with Japan.

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