

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(6HI03) Paper B

Advanced Unit 3
Option B: Politics, Protest and
Revolution

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>
3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p>

		<p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>
5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Section B

Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>
3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p>

		<p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>
5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70
% weighting	20%	10%	30%

Section A

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
1	<p>Candidates should know about the reasons for Robespierre's fall from power in 1794. Developments which suggest this was due to his desire to establish a personal dictatorship in France might include: Robespierre was the most prominent figure on the Committee of Public Safety (which had huge powers over ministers, generals and local government) and this led to growing fears among his political opponents that he aimed for complete personal power; Robespierre attempted to establish his own police bureau and introduced the Law of 22 Prairial (June 1794) without informing the Committee of General Security which was supposed to have full police powers; Robespierre's role in the great ceremony of the Cult of the Supreme Being (20 Prairial) led to accusations that he was assuming God's full support for the Revolution and establishing himself as a 'pseudo-Pope'. Developments which suggest Robespierre's fall was due to other factors might include: growing fear and revulsion that the Terror was consuming more and more victims (e.g. Girondins, Danton, Hebert, over a thousand executions a month during summer 1794); opposition of the san-culottes following the Law of 14 Frimaire (December 1793) which weakened their political influence in favour of the Committee of Public Safety and the Committee of General Security; the impact of economic problems (bread shortages and rising prices, the Law of Maximum reduced wages).</p> <p>At Level 5, candidates will provide a sustained analysis of the relative importance of Robespierre's desire to establish a personal dictatorship in his fall from power in 1794. The answer will be well informed, with well selected information and a sustained evaluation. At Level 4, there will be analysis of Robespierre's fall in terms of his desire for personal dictatorship with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis relating to the reasons for the fall of Robespierre in 1794 but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates offer simple or more developed statements about Robespierre's fall from power with either only implicit reference to his desire for personal dictatorship or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
2	<p>This question invites candidates to analyse the motives behind the important series of reforms carried out by Napoleon as Consul and Emperor. Features which suggest that the reforms were primarily designed to consolidate the changes introduced during the French Revolution might include: the Civil Code continued the codification of the law begun by the Convention and the Directory (e.g. destruction of feudalism, liberty of conscience and employment); educational reforms which established the <i>lycees</i> promoted equality of opportunity; economic reforms (e.g. currency reform and restrictions on grain exports) followed the Convention's policies to achieve adequate and affordable food supplies; the Concordat of 1801 guaranteed equal rights for Protestants and Jews and did not restore Church lands seized during the revolution. Features which suggest that the reforms were not primarily designed to consolidate the changes introduced during the French Revolution might include: the rigged and indirect nature of the electoral process; the provision of <i>senatus consultum</i> enabled Napoleon to by-pass elected bodies; by becoming Emperor, Napoleon abandoned the revolutionary commitment to popular sovereignty; tight central control was imposed under Napoleon (e.g. role of prefects, use of secret police and censorship); in practice, equality of opportunity was undermined by the advantages possessed by the notables (e.g. could buy hereditary rights); the tax burden shifted from property owners to poorer peasants and workers; the Concordat, which reinstated the Catholic Church, went against the de-christianisation of the revolution; titles of nobility were restored too. Candidates may also consider arguments which maintain that Napoleon's domestic reforms were primarily designed to consolidate his personal power.</p> <p>At Level 5, candidates will provide a sustained analysis of the extent to which Napoleon's domestic reforms (1799-1807) were primarily designed to consolidate the changes introduced during the French Revolution. 'How far' will be central in an answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of Napoleon's intention to consolidate revolutionary changes with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide broad analysis related to Napoleon's motives for reform but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will offer only simple or more developed statements about Napoleon's domestic reforms in the years 1799 to 1807 with either only implicit reference to the consolidation of revolutionary changes or argument based on insufficient evidence.</p>	30

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
3	<p>This question addresses the extent to which the reform movement in Britain before 1785 possessed support and influence. Candidates are likely to consider the career of John Wilkes, Christophe Wyvill's role in the Association Movement and the drive for 'economical reform', the plans of the Rockingham Whigs etc. Arguments which suggest that the reform movement before 1785 lacked support and influence might include: genuine enthusiasm for root and branch reform was a minority interest, generally confined to articulate urban society; divisions amongst reformers, personality defects and the perceived 'extremism' of the reform movement (e.g. Richard Price and Joseph Priestley) ensured that, for the most part, support and influence would be limited; the greatest upsurge in popular violence, the Gordon Riots (1780), arose in opposition to a reform; growing prosperity in the mid-1780s weakened interest in reform. Arguments against the 'neither support nor influence' viewpoint might include: Wilkes was able to achieve some changes, notably that general warrants were unlawful and the press could report the proceedings of the House of Commons; the Wilkesite radical movement was able to attract a middle class constituency (small businessmen, craftsmen, artisans, country gentlemen etc.); the Association Movement by 1780 had achieved widespread support in the counties, London and the provincial cities; the Association Movement helped set the context in which the House of Commons passed a resolution calling for a reduction in the crown's influence; the reform movement received Whig backing as part of the latter's opposition to George III and the court.</p> <p>At Level 5, candidates will provide a sustained analysis of the extent to which the reform movement lacked support/influence before 1785. 'How far' will be central in an answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the reform movement's support/influence with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide broad analysis related to the reform movement's support/influence but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will offer only simple or more developed statements about the reform movement before 1785 with either only implicit reference to 'neither support nor influence' or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of the reasons why the Tory governments first opposed and then supported Catholic Emancipation in the 1820s. Reasons for Tory government opposition might include: for most Tories, Catholic Emancipation threatened to undermine the Protestant ascendancy in Britain and weaken the position of the Church of England; the Tory-dominated House of Lords rejected pro-Catholic measures in 1821 and 1825; before 1824 there was little political pressure placed on the government to grant Catholic Emancipation; senior Tory figures, including Wellington and Peel, firmly opposed such a reform; the existence of widespread popular anti-Roman Catholic feeling in many parts of Britain. Reasons for eventual Tory government support might include: Commons majorities for Emancipation Bills put forward in 1821 and 1825; the impact of Daniel O’Connell, the Catholic Association and the campaign for Catholic Emancipation 1824-29; the trigger provided by the result of the Clare by-election (1828); Wellington and Peel’s conversion to emancipation on pragmatic grounds (e.g. fear of civil war/revolution in Ireland, to avoid the creation of an unofficial Catholic Parliament to challenge the legitimacy of Westminster).</p> <p>At Level 5, there will be sustained analysis of the reasons for Tory opposition to, and support for, Catholic Emancipation in the 1820s. The answer will be well informed with well selected information and a clear evaluation. At Level 4, there will be analysis of the reasons for Tory opposition/support with appropriate range and depth. Here, there may be a lack of balance in the coverage of the two aspects of the question. At Level 3, candidates should provide broad analysis related to the reasons for Tory opposition to, and support for, Catholic Emancipation in the 1820s but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will offer only simple or more developed statements about Catholic Emancipation in the 1820s with either only implicit reference to the reasons for Tory opposition or support or argument based on insufficient evidence.</p>	30

Section B

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
5	<p>Source 1 supports the statement in the question by noting that Louis XVI became increasingly identified with external anti-revolutionary forces. In particular, the flight to Varennes (1791) linked the monarch with counter-revolutionary <i>émigrés</i> and made foreign intervention more likely. Furthermore, the Brunswick Manifesto (1792) heightened this sense of national threat and strengthened the popular view that Louis XVI was at the centre of an international conspiracy to destroy the revolution. Source 2 argues that it was the food price fluctuations inherent in the free enterprise economy which radicalised the Parisian lower classes and galvanised them into a revolutionary force in 1792. Better candidates should also note that Hobsbawm maintains that the war brought such militancy to a head. Source 3 links the foreign threat to increasing class polarisation in France and deteriorating economic conditions. According to this extract, the war set the nobles and the masses on a collision course and led the bourgeoisie to fear the consequences of a popular revolution. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. increasing identification of the French monarchy with external threats to the revolution, the growth of mass discontent/republicanism, the impact of economic problems etc.).</p> <p>The date given for the flight to Varennes in Source 1 and Source 2 (July 1791) is incorrect. The correct date is June 1791. Candidates using the incorrect date or basing their chronology on it must not be penalised and any relevant argument based on it must be credited.</p> <p>Candidates' own knowledge of the reasons for the downfall of the constitutional monarchy should be added to the source material and might include: the impact of the war with Austria and Prussia e.g. the Brunswick Manifesto and fears that Louis would use the conflict to reinstate absolute monarchy; Louis XVI's own actions e.g. increasingly unwilling to accept the Constituent Assembly's wishes, the disastrous consequences of the 'Flight to Varennes' (1791), vetoed measures against <i>émigré</i> nobles and refractory priests, and dismissed Girondin ministers; the role of the Cordeliers Club and the fraternal and popular societies in mobilising and politicising the Parisian <i>sans-culottes</i> against all forms of privilege e.g. the <i>journees</i> of June and August 1792; the destabilising effects of France's economic problems in the early 1790s which fuelled popular discontent (e.g. poor harvests, shortage of imported goods, rising prices, declining value of the assignat, and mounting unemployment).</p> <p>At Level 5, candidates will present a reasoned judgement about the role played by foreign threats to the revolution in the downfall of the constitutional monarchy in 1792. Here the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be analysis of the extent to which the downfall of the constitutional monarchy was due to foreign threats to the revolution. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about reasons for the downfall of the constitutional monarchy will be offered, linked to some understanding of the impact of the foreign threat, and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources, and at Level 2 link to own knowledge for</p>	40

	valid statements.	
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Question Number	Indicative content	Mark
6	<p>Source 4 gives candidates material to support the argument about Napoleon teaching his enemies important lessons, notably by arguing that (1) Prussia, Austria and Russia introduced military reforms following defeats at the hands of Napoleon (2) eventually the other powers realised that only a grand coalition could defeat Napoleon for good. Source 5 focuses on the miscalculations and limitations of Napoleon's Russian Campaign. In particular, he was hampered by terrain which did not facilitate living off the land or mountain warfare, overextended lines of communication, and his failure to recognise that St. Petersburg was the key strategic target. Source 6 widens out the reasons for the collapse of the French Empire by referring to the weaknesses of the continental system, the impact of the Russian campaign, and Napoleon's decisive defeat at Leipzig (1813). Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. military changes implemented by Napoleon's enemies, the role of great power cooperation against Napoleon, the failures of the Russian campaign.)</p> <p>Candidates' own knowledge of the reasons for the decline of the French Empire between 1807 and 1814 should be added to the sources and may include: improvement in the generalship and organisation of Napoleon's enemies (e.g. Prussian military reorganisation under Scharnhorst after the defeat at Jena (1806)); the establishment of the Fourth Coalition and the Treaty of Chaumont (1814); the growing economic problems (due to the failures of the Continental System, loss of manpower and lack of industrialisation) undermined the French war effort; British industrial and naval strength ensured that the allies were supplied to continue the fight against France; decline in Napoleon's own generalship e.g. Spain (1808) and Russia (1812); decline in the size and quality of French armies in later years (e.g. greater reliance on raw recruits from the Empire and the satellite states).</p> <p>At Level 5, candidates will provide a sustained argument about the extent to which the collapse of the French Empire was due to Napoleon teaching his enemies important lessons. Here the response will offer a reasoned judgement based on precisely selected evidence from both sources and own knowledge. For Level 4, look for argument on the relative merit of the 'taught his enemies important lessons' argument. This will be based on confident use of the presented sources and good understanding of the issues under debate. Level 3 answers will reach a conclusion, linked to some understanding that the argument is not all about Napoleon teaching his enemies important lessons, and recognising that the sources give different interpretations. Sources will be used with some confidence here. At Levels 1 and 2, responses are likely to sift the evidence with some cross-referencing, and at Level 2 link to own knowledge for valid statements.</p>	40

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
7	<p>Source 7 supports the view in the question by emphasising that firm action in 1817 and 1819 by the Liverpool government was designed to prevent a serious challenge to the British political system. As the extract notes, the cabinet was responding to information passed on by the army, magistrates and government spies which indicated the existence of much subversive political activity. More perceptive candidates should also note that Gash suggests that these intelligence sources probably exaggerated the political threat to the government in the years 1815-20. In contrast, Source 8 concludes there were major obstacles to any serious revolutionary challenge to the British political system (e.g. lack of coordination, lack of a unifying cause, lack of support from the parliamentary opposition). The extract also indicates that the governing classes did not lose their nerve and Sidmouth, the Home Secretary, resorted to ‘effective’ repression to deal with perceived threats. Source 9 focuses specifically on the Pentrich Rising of 1817 and argues that this event represented a ‘wholly working class’ attempt at revolution. Thompson goes on to argue that it failed due to (1) government repression which was designed to cow the labouring classes (2) the internal weaknesses of the revolutionary movement. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. the impact of government repression, the weaknesses of the ‘revolutionary’ movement)</p> <p>Candidates’ own knowledge of the extent of the challenge to the political system, and the government’s role in containing it, in the years 1815-1820 should be added to the evidence of the sources and may include: the impact of government measures designed to counter any serious political challenge (e.g. suspension of <i>Habeas Corpus</i> (1817), Seditious Meetings Act (1817) and the ‘Six Acts’ (1819); the emergence and influence of the radical press (e.g. Cobbett, Baines, Wooler and Sherwin); the activities of the Hampden Clubs and Union Societies; the potential threat posed by Henry Hunt’s mass meetings between 1817 and 1819 and the plots to undermine the political system (e.g. the Pentrich rising (1817) and the Cato Street conspiracy (1820)). Candidates may also examine the argument that popular discontent in the years 1815-20 was driven by economic problems rather than political motives (e.g. financing the wars against Napoleon, adjusting to peacetime conditions, passing the 1815 Corn Law and the abolition of income tax (1816); population growth and the extent of poverty; the impact of industrialisation). Candidates may also examine the view that government use of spies and <i>agents provocateurs</i> may have inflamed rather than contained political discontent or else question the extent of government repression (e.g. only 50 arrested under the suspension of <i>Habeas Corpus</i> and all but one released within a year).</p> <p>At Level 5, candidates will sustain their argument about the extent to which firm government action prevented an effective challenge in the years 1815 to 1820. Here, the response will offer a reasoned judgement based on precisely selected evidence from both sources and own knowledge. At Level 4, there should be analysis of the relative strength of the arguments for and against the statement. This will be based on the confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion will be reached about the extent to which firm government action prevented an effective political challenge, linked to some understanding of the debate. The sources will be used with some confidence here. At Levels 1 and 2, most candidates will see differences in the arguments produced by the</p>	40

	sources and draw basic conclusions. Level 2 answers should include some own knowledge.	
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Question Number	Indicative content	Mark
8	<p>Source 10 offers support for the view in the question by asserting that, during this period, the labouring classes benefited from the wealth and opportunities provided by new industry. The extract points to (1) lower consumer goods prices after 1813-15 (2) higher and more varied food consumption after 1800 (3) pre-industrial society was not a 'golden age' for living standards. Candidates should also note that the extract concedes that living standards did not rise appreciably before 1815 (due to the impact of war rather than industrialisation) and that the Industrial Revolution did have negative features ('sufferings'). Source 11 puts forward a more pessimistic perspective which challenges the view taken in Source 10. According to this extract, the transition to industrial society had undesirable consequences - social divisions, insanitary dwellings for workers and poor quality of life for the lower classes. Source 12 gives a more balanced picture which can be used to support both sides of the argument. On the one hand, it maintains that new industry did bring benefits to sections of the working population (e.g. rising real wages and improved life expectancy). On the other, the extract acknowledges that groups such as the handloom weavers and agricultural labourers were losers in this process. Increased urbanisation also led to some deterioration in living conditions. Candidates should note that the three sources offer several cross-referencing opportunities (e.g. rising wages and consumption, lack of improvement before the early 19th century, poor living conditions).</p> <p>Candidates' own knowledge of the social and economic conditions experienced by the labouring classes between 1780 and 1830 should be added to the source material and might include: the period experienced extreme economic fluctuations e.g. the impact of the wars with France (1793-1815) and the depressions of 1815 and 1819; different workers were affected in different ways e.g. unskilled and semi-skilled workers (particularly agricultural labourers) were the worst affected and skilled workers fared best; the psychological impact and displacing effects of the factory system/industrialisation; trends in real wages and consumption levels; the impact of population growth on living standards; working class literacy rates; the growth of working class institutions and bodies.</p> <p>At Level 5, candidates will present a sustained argument and reasoned judgement about how far the wealth and opportunities provided by new industry were secured by the labouring classes. Here, the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be analysis of the extent to which the labouring classes benefited from industrialisation during this period. This will be based on the confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the wealth and opportunities afforded to the labouring classes by new industry will be offered, linked to some understanding of the debate. The sources will be used with some confidence here. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources, and at Level 2 link to own knowledge for valid statements.</p>	40