

# Mark Scheme (Results) Summer 2011

GCE History (6HI03/B)

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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.
- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 3-4 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 9-10 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 11-12 marks</b> 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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 15-16 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 21-22 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 23-24 marks</b> 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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 27-28 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed.</p>
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*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><b>Low Level 1: 1 mark</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 3 marks</b> 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><b>Low Level 2: 4 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p>



	<p><b>Mid Level 2: 5 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 6 marks</b> The qualities of Level 2 are securely displayed.</p>
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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><b>Low Level 3: 7 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 8-9 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 10 marks</b> 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><b>Low Level 4: 11 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 12 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 13 marks</b></p>

		The qualities of Level 4 are securely displayed.
<b>5</b>	<b>14-16</b>	<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><b>Low Level 5: 14 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 15 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 16 marks</b> 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.*

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**AO2b (24 marks)**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>1</b>	<b>1-4</b>	<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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
<b>2</b>	<b>5-9</b>	<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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-9 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>10-14</b>	<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><b>Low Level 3: 10-11 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 12-14 marks</b> 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><b>Low Level 4: 15-16 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 17-19 marks</b> 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><b>Low Level 5: 20-21 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 5: 22-24 marks</b> 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
<b>Total Marks</b>	<b>46</b>	<b>24</b>	<b>70</b>
<b>% weighting</b>	<b>20%</b>	<b>10%</b>	<b>30%</b>

## Section A

### B1 France, 1787-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
1	<p>This question addresses the reasons for the collapse of Absolute Monarchy in France and offers as the stated factor the question of the reliability of some units of the army by the summer of 1789 and the flirtation with reform of many of the privileged orders amongst whom there was a widespread expectation of change. There is likely to be a focus on the mutiny in Paris in July when many troops joined the assault on the Bastille and focus on those leading advocates of change who were members of the privileged orders such as Mirabeau, Talleyrand, Lafayette etc. Clearly other factors will be considered such as the failure of will on the part of Louis. Candidates in examining the other factors are likely to focus on the King's willingness to call the Estates General with no real preparation and manipulation concerning its selection, and a marked lack of leadership when it met. Thereafter the failure to impose his will at the end of June marked a particularly important defeat. In early July, flirtation with the use of military force triggered the seizure of Paris by radicals and another climb down on the 15<sup>th</sup>. Further flirtation with military resistance followed in September with the calling of the Flanders Regiment but once again ending in surrender and this time the forcible removal to Paris. Absolute Monarchy appeared at an end. There was also the widespread expectation of change and the determination shown by the Third Estate; the seemingly intractable financial problems of the crown; the divisions amongst those wishing to resist; the weight of popular pressure both in rural areas and particularly in Paris. At Level 2 and below a narrative of the crowded events of 1788-89 is likely to predominate. At Level 3 there will be a causal analysis but either the stated factors or other factors will be neglected. At Level 4 there will be explicit coverage of the role of the army and privileged orders set against the other factors but not all possible alternative factors are likely to be considered. Even at Level 5 where sustained evaluation of the stated factors in terms of other factors will take place the consideration of these other factors will not be exhaustive.</p>	30

Question Number	Indicative content	Mark
2	<p>This question invites candidates to consider the nature and purpose of the domestic reforms of the Consulate and early Empire. It is clearly possible to draw attention to many of the conservative features of the reforms - the restoration of links with the Papacy and the enhanced authority of the Catholic Church, the return of many émigré aristocrats and their employment in the Napoleonic bureaucracy - 100 of the 281 prefects being drawn from the old nobility, the traditional and conservative aspects of the Civil Code, the military aspects of the reforms in education etc. Against this can be set the consolidation of many aspects of the revolution not least the secularisation of Church lands and the rationalisation of law and administration. At Level 2 and below a narrative of the reforms is likely to predominate. At Level 3 there will be an analysis in terms of the question but the answer is likely to be very one sided and some areas may be neglected. At Level 4 there will be explicit coverage of what might be considered the conservative aspects of the reforms set against the case that Napoleon was consolidating reform and enshrining the principles of the Revolution in a more permanent form. Not all possible reforms are likely to be considered. Even at Level 5 where sustained evaluation of the key factor will take place the consideration of reforms will not be exhaustive.</p>	30

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

Question Number	Indicative content	Mark
<b>3</b>	<p>This question addresses the extent of the pressure for reform of the political system prior to 1785. Candidates will doubtless address some aspects of the reform movements of these years - the career of Wilkes, Christophe Wyvill in Yorkshire and the County Association Movement and the drive for 'economical reform', the plans of the Rockingham Whigs etc. These will be assessed in the light of the key phrase that the pressure brought to bear was 'extremely limited'. It may be pointed out that the greatest upsurge in popular violence, the Gordon Riots arose in opposition to a reform and that divisions amongst reformers, personality defects etc ensured that the pressure would be limited. At Level 2 and below a narrative of the various reforming initiatives is likely to predominate. At Level 3 there will be an analysis in terms of the key phrase that 'pressure was extremely limited but some initiatives will be neglected and the answer may be very one-sided. At Level 4 there will be explicit coverage of the degree of pressure exerted and an appreciation that Wilkes was able to achieve some changes through pressure, notably that general warrants were unlawful and the press could report the proceedings of the House of Commons. Not all possible examples are likely to be considered. Even at Level 5, where sustained evaluation of the stated phrase will take place, the consideration of reforming initiatives will not be exhaustive.</p>	30

Question Number	Indicative content	Mark
<b>4</b>	<p>This question addresses the reasons for the defeat of radicalism in the 1790s and posits government repression as the 'stated factor'. Candidates are likely to cover the stated factor with knowledge of the various government initiatives to weaken radicalism - the trials in England and notably in Scotland where the savage sentences passed down by Lord Braxfield might be said to merit the description 'brutal.' Habeas Corpus was suspended in 1790 and 1794 and the Public Meetings Act and Seditious Practices Act passed in 1795. More repression was to follow in 1799 with the Combination Acts and the fresh restrictions on the press. Other factors to be considered will be the upsurge in patriotism brought about by the struggle with France but also the upsurge in loyalism evidenced in the 756 addresses of thanksgiving for the King's recovery in 1788. The divisions amongst the reformers and the impact of religious revivalism may also figure.</p> <p>At Level 2 and below a narrative of the crowded events of the 1790s is likely to predominate. At Level 3 there will be a causal analysis but either the stated factor or other factors will be neglected. At Level 4 there will be explicit coverage of the repression and some address as to whether 'brutal' is apposite; these measures of repression will be set against the other factors but not all possible alternative factors are likely to be considered. Even at Level 5, where sustained evaluation of the stated factor in terms of other factors will take place, the</p>	30



	consideration of these other factors will not be exhaustive.	
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## Section B

### B1 France, 1787-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
5	<p>The question invites candidates to assess royal responsibility for the downfall of the monarchy in August/September 1792. Clearly Source 1 points to the mistake enshrined in the Flight to Varennes in 1791 and this point can be much enlarged upon with additional own knowledge. Further examples of Louis' 'treachery' can be pointed to after war broke out in April 1792 and his indecisive behaviour when the Tuilleries were under attack in August. Countering this is Source 2 which gives an example of Louis' sensitivity to his situation and draws attention to the devastating effect of Brunswick's Manifesto. Candidates are also likely to use this as a stimulus to consider the whole impact of war in 1792. Source 3 draws attention to the worsening economic situation particularly in the town and cities and this of course can also be linked to the war. Likewise Source 1 may act as a stimulus to consider the role of Robespierre and the Jacobins in encouraging the growth of Republican sentiment and the defeat of constitutional monarchists like Bailly.</p> <p>At Level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At Level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources e.g. a lengthy account of the storming of the Tuilleries in August 1792. At Level 3, candidates will begin to integrate the sources with one another and with own knowledge, probably producing a rather one-sided case that it was largely Louis' fault. At Level 4 there should be a real debate about the causes of the downfall of constitutional monarchy, showing a real awareness of the different perspectives of the three sources which will be extensively expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter may be about the growth of radicalism in Paris and the influence of the clubs. The reference to the sans-culottes in Source 3 may be developed.</p>	40

Question Number	Indicative content	Mark
6	<p>The question invites candidates to assess the responsibility of the Russian Campaign of 1812 for the downfall of the Napoleonic Empire. Clearly Source 4 points to the devastating consequences not only in terms of material losses but also the psychological dimension. These twin points may be developed with considerable contextual knowledge and to the losses of men. candidates may be able to point out the equally devastating and even more irreplaceable loss of horses. Countering this is Source 5 which gives an example of Napoleon's capacity to raise fresh armies in 1813 but candidates may pick up on the point already made that losses of horses could not be made good and this weakened his performance in 1813 as did the loss of experienced NCOs and officers. Source 6 draws attention to the new found unity of the coalition and Britain's role in this as paymaster. This point can be cross referenced with the wording of Source 5. Candidates may also use own knowledge to develop the reference to Wellington in Source 5 and assess the impact of the Peninsular War in weakening the French Army.</p> <p>At Level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At Level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources e.g. a lengthy account of the retreat from Moscow. At Level 3, candidates will begin to integrate the sources with one another and with own knowledge, probably producing a rather one-sided case that it was largely the 1812 disaster that destroyed Napoleon. At Level 4 there should be a real debate about the causes of the downfall of Napoleonic Empire, showing a real awareness of the different perspectives of the three sources which will be extensively expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter may be about the growth of opposition in Paris and the shortage of resources.</p>	40

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

Question Number	Indicative content	Mark
7	<p>The question invites candidates to assess the causes of the difficulties in maintaining order which faced governments in Britain in the years 1815-30. Clearly Source 7 points to the stated factor of inadequate policing, throughout these years and provides a key example by reference to Peterloo. These points may be developed with considerable contextual knowledge. Offering a different perspective is Source 8 which gives an example of a noted radical and his attitudes which it was very difficult for any government to assuage Source 9 draws attention to the very difficult social and economic conditions which prevailed ,particularly in the immediate aftermath of the war.. This point can be cross referenced with some of the wording of Source 8. Candidates may also use own knowledge to develop the connection between social and economic misery and agitation throughout all of these years – ‘I defy you to agitate a man with a full stomach.’</p> <p>At Level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At Level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources, e.g. a detailed account of the plots and difficulties of 1815-20. At Level 3, candidates will begin to integrate the sources with one another and with own knowledge, probably producing a rather one-sided case that it was largely the misery that gave the chief impetus to discontent, a view held by Peel. At Level 4 there should be a real debate about the causes of the difficulties facing Liverpool and his immediate successors in countering discontent, showing a real awareness of the different perspectives of the three sources which will be extensively expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter may be about the spread of revolutionary ideas and/or rising expectations of change.</p>	40

Question Number	Indicative content	Mark
8	<p>The question invites candidates to assess the impact of economic changes on the labouring classes in Britain in the years c1780-1830. Clearly Source 10 supports the stated proposition with its reference to increasing misery and the tendency for governments to prescribe harsher punishments for the increasingly impoverished lower classes. These points may be developed with considerable contextual knowledge and candidates may pick up on the significance of the title of the book, which refers to the rural poor. Offering a different perspective is Source 11 which gives an example of a totally different tendency, i.e. the opportunities available to the enterprising poor to escape poverty and embrace wealth. Source 12 draws attention to the very difficult social and economic conditions which prevailed for many different groups and can be cross referenced with Hammond. Candidates may also use own knowledge to develop the connection between particular social groups and social and economic misery. Source 12 makes the point about the variation in the fortunes of weavers throughout these years, in this sense painting a more nuanced picture than Source 10.</p> <p>At Level 1 candidates will offer some simple statements drawn from either own knowledge or the sources. At Level 2 there may be some simple cross referencing of the sources or extensive own knowledge not integrated with the sources, e.g. a detailed account of the difficulties and miseries facing the rural poor in these years. At Level 3, candidates will begin to integrate the sources with one another and with own knowledge, probably producing a rather one-sided case that economic change largely induced misery and loss of opportunities for the labouring classes. At Level 4 there should be a real debate about the varying impact both upon different groups and at different times, showing a real awareness of the different perspectives of the three sources, which will be extensively expanded upon. At Level 5 there will be a sustained evaluative argument precisely supported from both the sources and considerable own knowledge. The latter may be about the growing commercial opportunities, not really touched upon by the sources.</p>	40

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