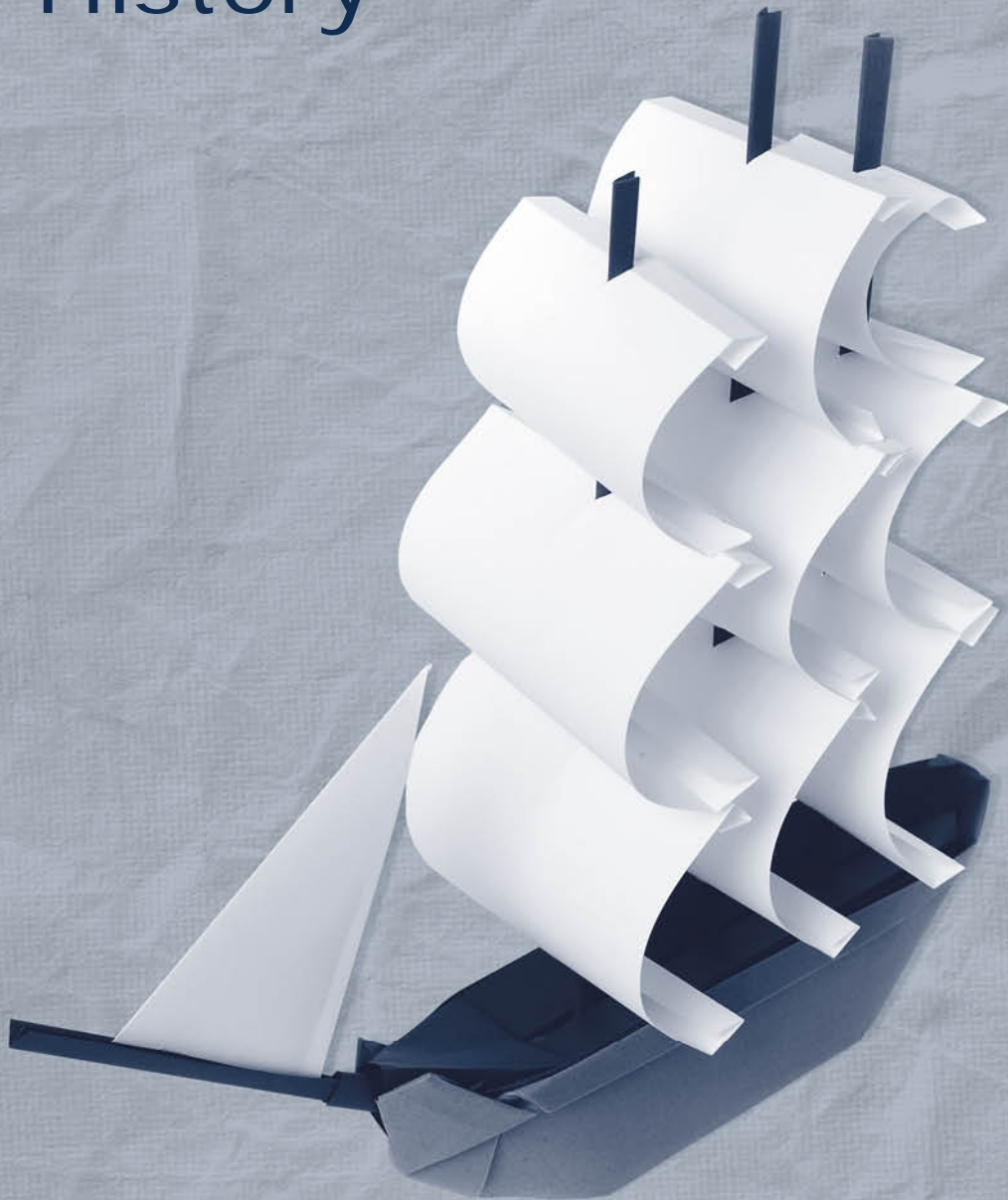


Pearson Edexcel A Level in History



**STUDENT ANSWERS
EXEMPLARS PACK 4**

Contents

About this exemplars pack	1
Paper 2 Section A	2
AO2 A Level mark scheme	2
Question 1	3
Exemplar Script A	4
Paper 2 Section B	6
AO1 A Level mark scheme	6
Question 4	7
Exemplar script A	7
Exemplar script B	9
Paper 3 Section A	11
AO2 A Level mark scheme	11
Question 2	12
Exemplar Script A	12
Exemplar Script B	14
Paper 3 Section B	16
AO1 A Level mark scheme	16
Question 5	17
Exemplar script A	17
Exemplar script B	19

About this exemplars pack

This pack has been produced to support History teachers delivering the new A Level History specification (first assessment summer 2017). Existing exemplar packs for both AS and A Level can be found on the [Edexcel website](#) and further packs will be published as centres progress through the course.

The pack contains exemplar student responses to A Level History:

- Paper 2 Sections A and B
- Paper 3 Sections A and B.

It shows real student responses to the questions taken from the sample assessment materials.

The questions covered in this pack address Assessment Objectives 1 and 2.

Students must:		% in GCE
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	55
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	25
Total		100%

Following each question, you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the levels have been awarded, and any ways in which the response might have been improved.

Paper 2 Section A

AO2 A Level mark scheme

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Question 1

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate contemporary objections to the sale of indulgences in early sixteenth-century Germany?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

Sources for use with Question 1.

Source 1: From the first short history of the beginning of the Reformation in Saxony. It was written in the 1530s, by Friedrich Myconius, the Reformer of Gotha. Here he describes the nature of Johann Tetzel's preaching, based on his own reminiscences. Myconius's brief history became the standard account of the origins of the 'Luther affair'.

At that time a Dominican monk named Johann Tetzel was the great mouthpiece, commissioner and preacher of indulgences in Germany. His preaching raised enormous sums of money which were sent to Rome. This was particularly the case in the mining town of Annaberg, where I, Friedrich Myconius, listened to him for over two years. The claims of this shameful monk were unbelievable. 5
Thus he said that if some had slept with Christ's dear mother, the pope had power to forgive as long as money was put into the indulgence coffer. He furthermore said that if they would put money quickly into the coffer, all the mountains near Annaberg would turn into pure silver. He claimed that in the very moment the coin rang in the coffer, the soul rose up to heaven. In sum, and 10
substance: God was no longer God, as he had bestowed all divine power on the pope.

Source 2: From a letter of protest written by Martin Luther to Archbishop Albert of Mainz on 31 October 1517. Luther wrote the letter after hearing reports of Johann Tetzel's preaching from subjects of the Elector of Saxony. These subjects went to buy indulgences from Tetzel.

With your Highness's consent, the Papal Indulgence for the rebuilding of St. Peter's in Rome is being carried through the land. I do not complain so much of the loud cry of the preacher of Indulgences, which I have not heard, but regret 15
the false meaning which the simple folk attach to it. The poor souls believe that when they have purchased such letters they have secured their salvation. Also, that the moment the money jingles in the box, souls are delivered from purgatory. And that all sins will be forgiven through a letter of Indulgence, even 20
that of abusing the blessed mother of God, were any one blasphemous enough to do so. And, lastly, that through these Indulgences the man is freed from all penalties! Ah, dear God! Thus are those souls which have been committed to your care, dear Father, being led into the paths of death, and for them you will be required to render an account.

How then can you, through false promises of Indulgences, which do not 25
promote the salvation or purification of their souls, lead the people into false security, by declaring them free from the painful consequences of their wrongdoing? Deeds of piety and love are infinitely better than Indulgences. Yet the bishops do not preach these so earnestly, although it is their principal duty to proclaim the love of Christ to their people. Christ has nowhere commended 30
Indulgences to be preached, only the Gospel.

Exemplar Script A

During this period, indulgences were incredibly popular, especially with the “simple folk”. It was an easy way for the Pope and the Church to make money as they were taking advantage of the poorer people who were not educated enough to know any better. Both sources can be argued to be of use to investigate contemporary objections to the sale of indulgences in Germany, however these sources are somewhat narrow as they do not highlight the views of classes on the rejection of indulgences.

Source 1 is written in the 1530s by ‘the Reformer of Gotha’ in which he remembers Johan Tetzel’s preaching. This source can be cited to be subjective as the author was a reformer which results in its use being undermined. To contrast, the fact that it was written later (1530s) after hearing Tetzel preach for 2 years increases its use. This allows the author to have perspective and reflect on what was thought by him at the time. The source is an extract from the writings of Myconius which adds to its value for the historian. The fact that it is written by this man in the 1530s means he has no ulterior agenda and no reason to be false in what he is saying. I know that during this time the Confession of Augsburg was drafted by Melancthon and it became easier to produce writings and go unpunished during this period.

Source 2, however, unlike Source 1 was written during the time of Tetzel’s speeches and was in response to Luther hearing about them. Although Source 2 is a letter, its use can be diminished by the purpose of the source affecting its reliability. Luther wrote this in order to persuade the Archbishop of Mainz to stop Tetzel’s sale of indulgences and to highlight why it must be stopped. Hence it is evident that Luther could be adding to the drama of the situation to persuade the Archbishop. For example, the phrase “Ah, dear God” highlights Luther’s dramatisation of the events.

Regardless of the purpose, the way in which the sources have been written needs to be assessed whilst considering the views and ideas of the period in Germany. At this time, the educated and rich were concerned with the afterlife and those poorer were focused on how to get food or shelter. The indulgences which were used for the “rebuilding of St Paul’s Cathedral” were used to exploit the poor. Also, at this period, regardless of class, religion and salvation were tantamount to nothing. This explains the dramatic nature of Luther’s letter and the harsh tones Myconius uses. In their eyes the sale of indulgences, and Tetzel’s method of selling them were equivalent to blasphemy. This knowledge explains the two Sources’ reasons for their objections which increases the use of what they’ve said.

The content of both Sources add to their use. Tetzel was working for the Archbishop of Mainz who wanted the rebuilding of St Paul’s Cathedral to orchestrate his acquirement of two dioceses. This was unprecedented at this time. It was common at the time to know the phrase that Tetzel so often used “when the coin in the coffer tings, a soul to heaven shall spring”. This is supported in both sources, as in the mention of Tetzel’s portrayal of them. Source 2 “the poor souls believe that when they have purchased such letters they have secured salvation.” This is accurate as at the time, the “simple folk” relied upon the educated to teach them about religion. This adds to the value and shows that Luther, Myconius and other contemporaries would reject the sale of indulgences due to their exploitation of the poor for material gain. Finally, both Sources agree that the sale of indulgences could be rejected upon the basis that it was not Godly. Source 1 contains the words “God was no longer God, as he bestowed all divine power on the Pope”, this is supplemented by Luther’s letter as it states “Christ has nowhere commended Indulgence to be preached, only the Gospel”. Both phrases outline that they believe the action of selling indulgence is taking the faith from religion.

Overall, although the use of Source 1 is limited due to the focus on Tetzel’s inappropriate methods of preaching. For instance, once Tetzel set his own arm on fire and burned it for effect; to increase his sale of indulgences to the poor.

Although Source 2's use is limited by Luther's reason for writing the letter. It cannot be argued that these sources are useful for the historian making an investigation into contemporary views of rejecting the sale of indulgences in Germany.

Marker's comment

The candidate clearly understands the debate raised in the question but the answer lacks detailed consideration of the source material related to "contemporary objections to the sale of indulgences." For a higher mark, the answer should engage more closely with the specific issues raised in the two extracts. There is some attempt to draw inferences from the sources (e.g. both sources do imply that the sale of indulgences was 'not Godly') but this is only lightly developed.

There is use of knowledge to contextualise the sources and some is either only tangentially relevant (e.g. the Confession of Augsburg) or lacks accuracy (e.g. Albrecht and 'St Paul's'). Because this is a 'study in depth', more detailed material would be necessary for a higher mark.

The answer does attempt to address the limitations of the sources (on occasion, in combination) and makes a good comment on their narrow perspective of the issue. Similarly, the 'drama' of Luther's letter is highlighted though not developed. Elsewhere, some comments on utility lack justification (was Myconius really without an agenda?) or border on generic (written in 1530 allows the author to 'reflect.'). The conclusion is weak as a result.

Overall, the answer is placed in L3 for all of the criteria specified in the mark scheme.

Level 3

3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
---	------	--

Paper 2 Section B

AO1 A Level mark scheme

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Question 4

The survival and spread of Lutheranism in Germany, in the years 1521-55 owed more to the support of the German princes than to Charles V's inability to oppose it effectively.

How far do you agree with this statement?

Exemplar script A

Lutheranism's spread and survival can be said to have been caused by the support of the Princes throughout the period. However, Charles' inability to oppose Lutheranism gave it significant time to take root. In particular it was Charles' concern with the Ottoman threat and the Hapsburg-Valois rivalry which forced Charles to divert his attention on Lutheranism. Ultimately, I agree with the statement to an extent as it was a combination of both of these factors which allowed Lutheranism to spread and eventually survive.

Luther didn't always have the support of the Pope, which he needed to oppose the Pope and Charles V. Luther's only advocate in the beginning of this period was Frederick the Wise, Elector of Saxony. Frederick was only a Lutheran supporter when he died in 1525, however he arguably helped Luther in a critical moment that can be seen to have allowed the Reformation to continue surviving. It was Frederick who, in 1521, organised Luther to be heard at the Diet of Worms in front of the Emperor, instead of him being excommunicated immediately. Evidence of princely support at this time come from Frederick again because at the Diet, matters were quickly changed from the topic of Luther to save him from ridicule. Furthermore, Frederick 'kidnapped' Luther after the Diet of Worms in 1521 in order to protect him from enemy assassins. It had appeared as though Luther had died; which also increased the issue he raised popularity as more talked about it. Luther was kept in the safety of Wartburg Castle until 1522. Even after Frederick died, his successor John of Saxony was a devout Lutheran (as were the Electors of Saxony for two centuries to come). After Luther's excommunication via the Papal Bull *Exsurge Domine*, he remained kept safe within Saxony thanks to Princely support. More crucially was the powerful and organised military League founded in 1531, the Schmalkaldic League. This represented a much greater threat than anything previously organised and highlighted the vast support the Lutherans had. It was the work of this League and the defiance of the Holy Roman Emperor's wishes which resulted in the 1529 'protestation' signed by 6 Princes and 14 cities that gave the Protestant their name. This caused a shift where Lutheranism was more than just one man criticising the Church, it shifted the Reformation to be led by Princes and Imperial cities, which eventually caused the Peace agreement in 1555 where the policy 'cuius regio... eius religio' that the Princes may dictate their religious beliefs in their land. This cemented Lutheranism in History and ensured its survival.

However one could argue that without the threat of the Ottoman Empire in the East and its alliance with Barbary Pirates in the West; combined with the distraction of France, that Lutheranism could have been crushed by the Holy Roman Emperor. This idea is supported by the historian Fischer-Galati when he cited that "the Ottoman threat conditioned the survival of the Reformation, taking the pressure off at every critical moment." In Charles' eyes the Ottomans (whose empire doubled under Suleiman the Magnificent between (1500-1520)) were the ultimate threat to Christendom which needed to take priority. Fear of war was heightened when the Ottomans successfully invaded Hungary in 1524. However, an example of the Ottoman's taking pressure off the Lutherans was in 1526 when the Ottomans tried to siege Vienna. This needed to be Charles' top priority and resulted in the Recess of Speyer in 1526, where instead of enforcing the Edict of Worms, it was practically rescinded. This was very opportune for the Lutherans because when Charles in

1529 organised the second Diet of Speyer, the way of Lutheranism had been ingrained into society it was impractical for them to enforce the Edict. Moreover, the involvement of the Barbary Pirates (who were 15,000 strong) was problematic for Charles. Their alliance with Suleiman who in 1534 hired their leader Barbarossa as Admiral, was particularly troubling. Charles led two attempts to finish the Pirates who attacked the coastal towns of Spain and Italy. The first in 1535 was a resounding success as Charles re-captured Tunis but the second was a resounding defeat as Charles tried to take Algiers (the Pirates land). The money and men Charles required were vast, and consequently he was unable to capitalise on his victory when he defeated the Schmalkaldic League in 1547. His financial reliance on the Princes hindered his effort to tackle Lutheranism. More evidence of this is found in the Diet of Nuremburg 1524 or the 'Nuremburg Standstill' where Charles offered temporary peace with the Princes in exchange for troops and money. This was to fund the defences on the Hungarian front.

Overall, it was a combination of Princely support and Charles' inability to react to Lutheranism which allowed for its continued expansion and survival. Without the need for troops or money, Charles would have surely crushed Lutheranism sooner and enforced his rule. However, without Luther's early protection and support from Frederick the Wise, the reformation may have been stamped out in its early years when Luther only had one Prince to support him.

Marker's comment

This is a mid L4 answer. The candidate clearly understands the analytical focus of the question and the answer remains focused on its demands throughout. In addition, there is some good relevant and detailed knowledge used to demonstrate this understanding.

However, there is some unevenness. Addressing 'the support of the German princes' is clearly the weaker part of the answer and the candidate is less confident in evidencing this beyond the role of Frederick the Wise. More generally, there is considerable imbalance in the chronological range of the essay with much more concentration on the first part of a thirty-four year period.

Nonetheless, valid criteria are applied in the process of coming to a judgement, even if the conclusion is only partially substantiated by the rest of the essay, and the answer proceeds logically from start to finish. The standard of written communication is good.

Level 4

4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
---	-------	---

Exemplar script B

The spread and survival of Lutheranism in Germany in the years 1521-55 is accredited to many factors. Including the role of both Lutheran and Catholic Prince, Distractions to Charles V (France, Spain, Ottomans), the Printing Press and the poor management of the situation by the Catholic Church.

One of the most influential German Princes in terms of spread and survival of Lutheranism was Frederick the Wise, the elector of Saxony. He used his position to protect Luther through declining the Popes requests for Luther to be trialled in Rome and securing him safe passage to both the Leipzig debates with Eck in 1519 and to the Diet of Worms in 1521. The latter also was caused by Frederick managing to get Luther trialled inside of Germany. After the Edict of Worms was enforced Frederick even had Luther “kidnapped” and taken to Wartburg Castle fearing Luther may be murdered. Without Frederick the Wise’s protection Luther would of most likely been executed not long after the publication of his 95 Theses. Frederick also did all of this in spite of remaining a loyal Catholic until his death. Lutheran Princes also had a great impact on the survival of Lutheranism. Through the conversion of notable Princes such as Philip of Hesse and Albert of Hohenzollern large areas of Germany were converted to Lutheranism. These Lutheran towns and cities also protected Lutheranism through the formation of the Schmalkaldic League, which paired with France eventually caused the Religious Peace of Augsburg in 1555. Both Protestant and Catholic Princes also helped the survival and spread of Lutheranism in more indirect ways by refusing to enforce the edict of Worms in 1526 and 1529 Diet of Speyer until their 102 gravamina had been addressed by a general council; Lutheranism was allowed to spread in Germany to whether secular rulers allowed it. The Princes also played a key role in the armed Diet of Regensburg by refusing Charles V’s request for an Imperial League. This ultimately led to Charles being unable to forcibly reconvert Germany to solely Catholicism and led him to abdicate.

Charles also faced a number of distraction from his other territories during 1521 and 1555 which led Lutheranism to spread. One of the reasons he had to leave the 1521 Diet of Worms so promptly was that he had to oversee restoration of Spain after there were revolts in 1520. However Charles later claimed Spain alone sustained him.

Marker’s comment

This is a L3 answer. There is an understanding of the analytical focus of the question (though some of the factors introduced are not relevant to the question as it is phrased – it is not asking candidates to debate the full range of factors leading to the survival and spread of Lutheranism but to debate the relative contribution of the two mentioned in the question).

The major weakness of the answer however, is its imbalance. Some knowledge is introduced to evidence the contribution of the princes to Lutheranism’s survival, although it lacks detail and analytical rigour. In contrast, there is very little to support the view that Charles’ problems may have also contributed.

As a result, the answer is not able to come to any sort of reasoned judgement based upon the evidence.

Level 3

3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
---	------	--

Paper 3 Section A

AO2 A Level mark scheme

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Question 2

Study Source 2 in the Sources Booklet before you answer this question.

2 Assess the value of the source for revealing tensions in Ireland over land and the part played by Charles Stewart Parnell in attempting to deal with these tensions.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

Source for use with Question 2.

Source 2: From a speech made by Charles Stewart Parnell at Ennis, a town in County Clare, Ireland, on 19 September 1880, as reported in *The Times* newspaper on 20 September 1880.

Depend upon it that the measure of the Land Bill in the next session of parliament will be determined by your activity and energy this winter. It will be the measure of your determination not to pay unjust rents; it will be the measure of your determination to keep a firm grip on your homesteads; it will be the measure of your determination not to bid for farms from which others have been evicted, and to use the strong force of public opinion to deter any unjust men amongst yourselves, and there are many such, from bidding for such farms. If you refuse to pay unjust rents, if you refuse to take farms from which others have been evicted, the land question must be settled, and settled in a way that will be satisfying to you. It depends therefore, upon yourselves, and not upon any Commission or any Government. When you have made this question ripe for settlement, then, and not until then, will it be settled.

5

Now, what are you to do to a tenant who bids for a farm from which another tenant has been evicted? I think I heard someone say 'shoot him'. I wish to point out to you a very much better way, a more Christian and charitable way, which will give the lost sinner an opportunity of repenting. When a man takes a farm from which another has been evicted, you must shun him on the roadside when you meet him, you must shun him on the fair green and in the market place, and even in the place of worship, by leaving him alone, but putting him into a moral Coventry by isolating him from the rest of his country, as if he were the leper of old. You must show him your detestation of the crime he has committed.

15

You may depend upon it, if the population of a county in Ireland carry out this doctrine that there will be no man so full of greed, so lost of shame, as to dare the public opinion of all right-thinking men within the country, and to transgress your unwritten code of laws.

20

Exemplar Script A

During Ireland, after the famine, the question of land and the way it was being handled was raised. Tenants, powerless to maintain their land as they had little security to protect themselves from the wrath of the landlord. It is easy to understand that such grievances would cause tensions and threats of violence. Source 2 is a speech from Parnell, trying to motivate tenants to abstain from violence and protest peacefully. This source is valuable to a great extent in shedding light on how there were tensions over land and Charles Stuart Parnell's role in dealing with them. The orator that produced and performed this charismatic speech was Charles Parnell, the head of the Land League at the time. He had just obtained the position a year earlier upon Isaac Brut's death. The Land League's aims was to obtain fair rents for tenants, and security in their leases. At the time, of 500,000 tenants who held leases, 60% were under that of 12 months, resulting in fear and uncertainty. Such grievances can be seen to have caused tensions between the tenant and landlord class. The simple fact that Parnell was the head of the Land League and was a

Member of Parliament at the time, considerably increases the source's value such knowledge of the issue and conviction to bring about change would increase the source's reliability and value. To extend, the provenance states that this speech was "reported in The Times newspaper on 20 September 1880", a day after its performance. This further increases its value as a great interest in this topic was seen in England let alone Ireland. This implying that something, the tensions, had drawn this attention. In essence, the author and performer of this speech tremendously adds to its value, as does the popularity of it.

Moreover, the speech itself was used by Parnell to advise, inspire and orchestrate how the tenants would obtain the "three fs", fixity of tenure, fair rents and freedom to buy and sell land. Both a revelation in tension, but Parnell's role in this are seen in Source 2. Within the speech, Parnell instructs the tenants to "refuse to pay unjust rents" and "refuse to take farms from which others have been evicted." This method of "boycotting" something was first used in the same year, 1880. A landlord named Captain Boycott refused to lower rents and so the tenants didn't pay them. A method which worked and wasn't violent. Here Parnell is instructing them to carry this out again. It can be seen that the source's value is increased because my contextual knowledge supports Parnell's methods of protest.

Penultimately, throughout the speech Parnell raises his concern of violence being threatened and his firm belief that this is the wrong to do. It was when someone was arguing over a tenant taking another evicted tenants land that he heard "someone say shoot him". This reveals that one of the main sources of tension over land was the practice of one tenant taking another evicted tenants land. To add, Parnell's response to this reveals his role in dealing with these tensions and further increases the source's value. Parnell advises those that would resort to violence to find a "more Christian and charitable way" and instead "show [the tenants who take over other tenants land] the crime he has committed", usually through shunning him. Parnell also strongly advises to "transgress your unwritten code of laws" implying that there is a "code" that tenants are (not legally) meant to abide by this consequently reveals that tensions of land concerned that of rents and the fact that they didn't like it when some tenants took others land.

Finally, although the source is a speech and could be blowing said tensions out of proportion; speeches were one of Parnell's talents. Carefully written and powerfully spoken they were used to persuade people out of resorting to violence and reveals that Parnell's role was to steer farmers away from violence and onto peaceful protest. It was easy and effective for the League to commit violence as a policy, but Parnell prepared not to. He toured round Ireland, speaking and collecting money for the League; this was one of his 60 speeches. To conclude, although Parnell's speech could be seen as more persuasion the value of the source is unquestionable due to its revealing nature.

Marker's comment

Overall this answer has a secure understanding of the source and the issues that it arises from. There is some perceptive analysis of the source in relation to both elements of the question although it is not wide ranging in its approach. There is extensive contextual knowledge throughout, which is at times used appropriately, but it is also sometimes used in a standalone way rather than to explain or support material derived from the source.

There is consideration within the response of the weight that can be applied to the source. This is treated in a separate paragraph at one point, but is also integrated with the source and contextual knowledge elsewhere. There is an understanding of the need to interpret material in the context of contemporary values and concerns.

Low Level 5

5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.
---	-------	--

Exemplar Script B

The source is certainly valuable for revealing tensions in Ireland over land and the part played by Charles Stewart Parnell in attempting to deal with these tensions. On the other hand, one could limit the value of the source due to its nature by placing it in the context of the time.

Firstly one could argue in favour for the value of the source. Originating from Charles Stewart Parnell certainly adds weight to the value of the source for revealing the part played by Parnell as the source was produced by the man himself. Moreover, being a primary sources further improves its reliability as it was produced amidst the Land wars, which were the process of tenant farmers trying to achieve improved rights and compensation upon eviction. Furthermore, Parnell was president of the National Land League, which was established in 1879 with the intention of securing the freedom to buy and sell land, fixity of tenure and fair rents. As the source was produced by the president of the National Land League, this certainly highlights its immense value in revealing tensions in Ireland over land.

On the other hand, one could certainly agree that the value of the source is limited by the information contained in the provenance. The source is a speech, and speeches are often used to simply persuade an audience or committee, therefore not reflecting an entirely honest opinion. It would be reasonable to suggest that in his speech, Parnell is linking the agrarian cause to his campaign for home rule, thus compromising the value of the source for revealing tension in Ireland over land. Moreover the fact that this speech has been reported in The Times newspaper leaves open the possibility for journalists or other editors to edit Parnell's oration, therefore, one could argue decreasing its value regarding the part played by Parnell to deal with these tensions.

At the opening of the source, Parnell refers to the "Land Bill" in the "next session of Parliament". He is perhaps referring to the Land Law of 1881, which entitled tenant farmers to the right to sell land and statutory tenure. The reference to this future bill certainly increases the value of the source for revealing Parnell's attempts to deal with the tension, as it exposes Parnell's reason for the "activity and energy this winter", his campaigning is an attempt to improve the statutory rights of Irish tenant farmers. Moreover, Parnell instructs his audience to "keep a firm grip on your homestead", increasing the reliability of the source, as evictions were commonplace during the period. Parnell also instructs them "not to bid for farms from which others have been evicted" clearly emphasising Parnell's attempt to deal with these tensions, not to buy land from those previously evicted, thus reinforcing the value of the source. Moreover it is mentioned that the Irish must "use the strong force of public opinion to deter any unjust men... from bidding for such farms." This statement is synonymous with the peaceful protest ideology of the

National Land League, further highlighting the part played by Parnell in relieving these tensions.

Furthermore, as the extract develops, more is revealed of Parnell's intentions to resolve the tensions over land. The source describes how the audience should "shun him on the roadside" and "shun him in the fair green" eventually "putting him into a moral Coventry." This information clearly highlights the value of the source for Parnell's intentions to resolve the tensions over land, as his intention and instruction to the Irish is to ostracise any man discovered to have bought land from a farmer previously evicted. This instruction increases the reliability of the source considerably, as around the same time captain boycott was found to have brought land from an evicted farmer and was ostracised, becoming the origin of the word "boycott". Moreover the source reveals that there were certainly tensions, as Parnell states "I think I heard someone say 'shoot him'" but again returns to the "more Christian and charitable way" of the National Land League. Furthermore, Parnell finally makes reference to Ireland's lack of independence in the end of the source, describing his followers "unwritten code of laws" however perhaps this is evidence of Parnell attaching the agrarian cause to the campaign for home rule, thus decreasing the value of the source.

Despite this, the source is still hindered by the fact that it lacks a clear reference to the Land Act of 1870, a bill providing compensation for evicted farmers and the right to buy land, thus increasing the value of the source for revealing the tensions over land in Ireland.

To conclude, despite possibly offering a subjective and narrow view as the source is produced by Parnell, an advocate of the tenant farmers rights, the source is certainly valuable. It clearly reveals the intention of Charles Stuart Parnell to deal with the tensions, whilst also exposing the reason for tensions in Ireland over land at the time, thus highlighting the value of the source.

Marker's comment

Overall, this answer does deal at times quite effectively with the second part of the question, but the first element is not fully engaged with. There is some deployment of relevant contextual knowledge to expand on inferences as well as matters of detail. An attempt is made to evaluate the source, although some of the comments are rather generic and not fully explored

Level 3

3	8-12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
---	------	---

Paper 3 Section B

AO1 A Level mark scheme

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Question 5

'The British government response to the Irish Famine of the 1840s was totally inadequate.'

How far do you agree with this statement?

Exemplar script A

The Irish famine that caused so many issues started in September 1845 due to the fungal disease "Phytophthora infestans" which plagued Ireland during this period. Some would argue that the British Government's actions were merely mitigating the effects of a "natural disaster". However, others would say that the British Government's totally inadequate response to the Irish famine, caused by the blight, made the Irish suffer even more.

Response to the famine can be seen in November 1845 under the leadership of the British Prime Minister, Robert Peel. A first attempt at responding to the blight was the creation of a scientific investigation to uncover the cause of the blight and to prevent it. Led by Dr Lyon Playfair, a close friend of Peel's, the investigation failed to reveal the cause of the blight. Furthermore, the treatment suggested was unable to be carried out the Irish due to the cost. If they had in fact sprinkled crops with hydrochloric acid, more harm than good would have happened. In essence, Peel's early attempt to combat the famine was totally inadequate as nothing good or useful came of it.

However, Peel did not stop there, 5 days before the commission of the investigation was due to be published, on the 15th October 1845, Peel tried to tackle the issue of food. On the 10th October 1845, Peel imported £100,000 of Indian corn to try and help sustain the Irish population. At the time, Ireland's reliance on potatoes meant that they were ill-equipped to prepare the corn and many people became ill because of this food. Furthermore, its inadequacy is demonstrated further as the money lost due to the blight was £3,500,000. Such a minor amount of money on foreign corn can be seen as a very inadequate response to the famine. However, not totally inadequate as such a sum (£100,000) was an unprecedented amount of money for a government to spend on food.

Evidence of the British government's response to the famine can be seen in the public works commissions that Peel established in 1845. These schemes were designed to make the public work for a wage and then to buy food. Such a method of aid highlights the government's proactive response in ensuring that famine on this scale doesn't happen again in the future. As was his other attempts at combatting the famine, this was a relative failure. People were paid upon job completion, not by the hour and caused starving, ill people to die at the roadside when building roads. Also, these schemes were useless, the structures they built were unused, one example is roads that led no-where. Despite the efforts of Peel's public work schemes, it can easily be seen that the British government's response to the famine was inadequate.

Finally, the last action Peel took to respond to the famine was also one of his last as Prime Minister. His very controversial repealing of the Corn Laws in 1846 was against the wishes of most in government and led to his retirement. The aim of this was to create a wider market for Irish and British corn as taxes were lifted on corn. However, the repeal of the Corn Laws had little to no effect at all; the main concern for the Irish was their lack of food and inability to access it.

To evaluate, Peel's response to the famine was although good intentioned, inadequate. The scientific investigation was useless and had the potential to cause more harm than good. The corn imported was inappropriate because there was enough food to feed the Irish but they had too little money to afford it. The public

works schemes and the repeal of the Corn Laws added to the dissatisfaction of the Irish as these response were too inadequate to be of use. Where Peel's response can be seen as sympathetic, it is appropriate to describe Russel's response as unsympathetic and yet, still inadequate. Russel returned to power in 1846 following Peel's repeal of the Corn Laws. Russel was an advocate of the work of Adam Smith and opted for "laissez-faire" approach to responding to the famine.

A non-interventionist attitude was adopted by the British and relief was practically non-existent until in 1847 when the famine and its effects got considerably worse. Also, at the time the public work schemes cost the British £60,000 a day, a vast sum of money, so Russel decided to take a minimally intervening action. The Temporary Relief Destitute Persons Act June 1847 mimicked the actions of the Society of Friends who, a year earlier, started the opening of soup kitchens in Ireland. These were very effective and can be seen as an improvement upon Peel's inadequate actions as it addressed the problem of the poor being unable to purchase food. However, it further can be seen to have been just as inadequate as Peel's actions as they were only open for 6 months.

One final action was taken to help the poor cope with the effects of the famine this was through the Poor Law Extension Act of June 1847. This gave people a legal right to relief and extended the relief "indoors" (on work houses) "outdoors" when they became full or sick. The "Gregory Clause" was also adopted which stated that anyone with greater than a quarter of an acre of land wouldn't be deemed destitute unless they gave up their land. The final aspect of this Act was the Poor Law Commission which in reality absolved the British Government's responsibility of the burden of relief and placed it upon the landlord's shoulders. It can be deemed inadequate to an extent as many concerns were addressed in this Act but yet it could have also been seen to have made things worse. The fact that the tenants had to give up their land was forcing them to abandon their income. And the further financial burdens placed on the landlords sparked a series of mass evictions across the country. This had a negative effect on the tenants.

To conclude, it can convincingly be argued that the British government's response to the famine was inadequate but was not totally inadequate. Although most attempts failed, they support a small proportion of the Irish and did provide some with the means of surviving the devastating effects of the famine. The famine left 1 million dead and caused 2 million to emigrate, whether this was a "natural disaster" or a catastrophe caused by the British government's lack of response is debateable. Regardless, I agree with the statement "British government's response to the famine was totally inadequate" to an extent.

Marker's comment

The answer identifies a range of key issues which are explored, although the analysis is not always fully developed.

Sufficient knowledge to demonstrate understanding is deployed throughout the answer and criteria for reaching judgements are established and applied, (e.g. links the amount of money spent to the seriousness of the response), although relative significance is not fully addressed. The argument is logical and coherent throughout.

Low Level 5

5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
---	-------	--

Exemplar script B

The British Government responded to the Irish Famine of the 1840s in a number of ways. Some of which could be considered inadequate, from both the Liberal and Whig party.

Despite Robert Peel and his government being generally sympathetic towards the Irish in the time of the famine some of his responses were inadequate. For example his scientific investigation set up in 1845, to find the source of the blight failed to do so and if the remedies prescribed had actually been available they would of caused more harm than good. Peel's commission of public works in 1846 was also inadequate as it was mostly funded by private donations and did little to benefit the Irish; roads were often built going to nowhere instead of valuable infrastructure being created. Despite Peel working so hard to repeal the corn laws in 1846 which eventually cost him his seat as Prime Minister this response can also be seen as inadequate. Ireland's main problem was not a lack of food it was that people couldn't afford it. Although this repeal would have had some benefits it shows Peel did not fully understand the problem in Ireland. The new Whig governments' response to the famine was non-existent at first. Adopting a *laissez faire* attitude and believing in Malthus' doctrines that what was happening to Ireland was natural and they shouldn't interfere. The Poor Law Extension Act of 1847 was also partially inadequate due to the rates required now being paid by Irish rate payers and also due to the Gregory clause; Irish landowners were evicting many more tenants who were living on a $\frac{1}{4}$ acre of land or more.

Land owners were doing this so they could convert over to pastoral farming which created more income, which was needed so they could pay the new rates. This only intensified the problems of the famine.

However some of the British government's responses to the famine did help to relieve the suffering of the Irish. In 1845 Peel imported £100,000 of Indian corn from America. Despite this not being enough to compensate for the loss of potatoes across the whole of Ireland, it did benefit some. The Relief Destitute Persons Act brought in under the Whig administration in 1847 set up soup kitchens across Ireland, Alex Sayer had a recipe to create 1 gallon of soup for £1, helping to keep the Irish alive. However, the Quakers had already been doing this for several years already so it was not an original idea. The Poor Law Extension Act of 1847 did also bring some benefits for the Irish. By extending relief to both indoor (in workhouse) and outdoor relief more people were able to be helped.

Overall the British government's response to the Irish famine of 1840s was not totally inadequate as some benefits were brought to the Irish. In spite of this the response was mostly inadequate the majority of the response brought little help for the Irish and some even worsened their situation, such as the Gregory clause implemented in the 1847 Poor Law Extension Act.

Marker's comment

Overall – has some knowledge of the issues, but does not fully develop the arguments. There is an attempt made to explain some of the links between the key features of the period and the question, but the explanation is not always developed. Relevant and accurate knowledge is included which demonstrates understanding of some of the demands of the question. There is an attempt to establish some criteria for judgement, but these tend to be only weakly substantiated. The answer is generally well organised.

Level 3

3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
---	------	--