



**GCE**

**History A**

**Y212/01: The American Revolution 1740-1796**

A Level

**Mark Scheme for June 2024**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following

| Descriptor                                            | Award mark                                                                                                |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| On the borderline of this level and the one below     | At bottom of level                                                                                        |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level                                                                                           |

## 11. Annotations

| Annotation                                                                          | Meaning                                                                        |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|    | Blank Page                                                                     |
|                                                                                     | Highlight                                                                      |
| Off-page comment                                                                    |                                                                                |
|    | Assertion                                                                      |
|    | Analysis                                                                       |
|    | Evaluation                                                                     |
|    | Explanation                                                                    |
|    | Factor                                                                         |
|    | Illustrates/Describes                                                          |
|   | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement                                                                      |
|  | Knowledge and understanding                                                    |
|  | Provenance                                                                     |
|  | Simple comment                                                                 |
|  | Unclear                                                                        |
|  | View                                                                           |

Y212/01

Mark Scheme

June 2024

| Annotation | Meaning           |
|------------|-------------------|
| <b>S</b>   | Synthesis         |
| <b>E</b>   | Continuity/Change |

| Question |     | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | (a) | <p><b>Which was of greater importance in the defeat of the British by 1783?</b></p> <p>(i) American unity<br/>(ii) French entry to the war</p> <p><b>Explain your answer with reference to (i) and (ii).</b></p> <p><b>In dealing with American unity,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider in some areas the war was more a local conflict, particularly in the South after 1778</li> <li>• Answers might consider Americans believed they were fighting for a patriotic/glorious cause and therefore accepted heavy losses</li> <li>• Answers might consider American commitment, seen in the numbers raised, 200,000 by 1781</li> <li>• Answers might consider the role of the militia, intimidating people loyal to Britain</li> <li>• Answers might consider unity was an advantage when fighting continental European mercenaries</li> <li>• Answers might consider there were different views as to what the colonists were fighting for</li> </ul> <p><b>In dealing with French entry to the war,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider it swung the balance</li> <li>• Answers might consider that Britain now had to reallocate military and naval resources</li> <li>• Answers might consider Britain was more concerned with France than America</li> <li>• Answers might consider the threat France posed to British colonies</li> <li>• Answers might consider the assistance in terms of arms, material and money</li> <li>• Answers might consider France sent fewer than 10,000 troops to America</li> </ul> | 10   | <p>The indicative content lists features of the period studied that relate to the question set.<br/><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |



| Question |      | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | (b)* | <p><b>How successful was the Bill of Rights (1791) in resolving the problems faced by the early Republic during the period from 1791 to 1796?</b></p> <p><b>In arguing that the Bill of Rights was successful,</b></p> <ul style="list-style-type: none"> <li>Answers might consider the Bill of Rights helped reconcile Anti-Federalists to the Constitution</li> <li>Answers might consider the amendments gave rights to individuals</li> <li>Answers might consider the role of the amendments in the adoption of the constitution</li> <li>Answers might consider that the amendments made the power of the new federal government acceptable</li> <li>Answers might consider that the Bill of Rights ensured the executive was not over-powerful and could ignore citizens' rights</li> <li>Answers might consider the success over taxation following Hamilton's reports of 1790 and 1791</li> <li>Answers might consider the establishment of a new national bank and mint</li> <li>Answers might consider prosperity in the South led to acceptance of Hamilton's measures</li> </ul> <p><b>In arguing that the Bill of Rights was not successful,</b></p> <ul style="list-style-type: none"> <li>Answers might consider the economic differences between north and south,</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on how 'successful' but at Level 4 may simply list successes and failures</li> <li>At Level 5 there will be judgement as to how 'successful'</li> <li>At higher levels candidates might establish criteria against which to judge success</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark | Guidance |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <p>particularly over slavery, resulting in an uneasy compromise</p> <ul style="list-style-type: none"> <li>• Answers might consider divisions over the type of country the USA would be</li> <li>• Answers might consider divisions over the national bond, with some states resenting paying the debts of others</li> <li>• Answers might consider that Hamilton's vision of a financially stable state went beyond what the framers of the Constitution expected</li> <li>• Answers might consider the inability to resolve the divisions between rural and urban America</li> <li>• Answers might consider problems concerning foreign relations</li> </ul> |      |          |

| Question |     | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2        | (a) | <p><b>Which of the following was more responsible for the ratification of the 1787 Constitution:</b></p> <p>i) The weakness of the Anti-Federalists</p> <p>ii) The strength of the Federalists</p> <p><b>Explain your answer with reference to (i) and (ii)</b></p> <p><b>In dealing with the weakness of the Anti-Federalists,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider the Anti-Federalists were small farmers and had less influence</li> <li>• Answers might consider that the term Anti-Federalists cast them in a negative role</li> <li>• Answers might consider that the Anti-Federalist stance could lead to the collapse of the Union and anarchy</li> <li>• Answers might consider that the Anti-Federalist stance could lead to interstate warfare and ultimately the loss of independence</li> <li>• Answers might consider Anti-Federalists had no alternative to offer</li> <li>• Conversely, answers might consider that the majority of voters were opposed to the new Constitution</li> </ul> <p><b>In dealing with the strengths of the Federalists,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider Federalists had support from men of property, planters, lawyers and merchants</li> <li>• Answers might consider every town had a Federalist majority</li> </ul> | 10   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

Y212/01

Mark Scheme

June 2024

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark | Guidance |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• Answers might consider Federalists offered solutions to the problems faced, notably security and finance</li> <li>• Answers might consider that it appeared as if most people supported the Federalist view</li> <li>• Answers might consider that Washington and Franklin supported the Federalist cause</li> <li>• Answers might consider most newspapers supported the Federalist cause</li> </ul> |      |          |

| Question |      |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2        | (b)* |  | <p><b>‘British colonial relations with the settlers were better than British colonial relations with the Native American Indians.’</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing British colonial relations with the settlers were better than relations with the Native American Indians,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider the involvement of settlers in the colonial assemblies</li> <li>• Answers might consider there was little ill-feeling from the settlers towards Britain</li> <li>• Answers might consider the colonies were able to pass laws, although ultimate legislative authority rested in Britain, even though few laws were rejected</li> <li>• Answers might consider that ‘salutary neglect’ meant settlers had a great deal of independence</li> <li>• Answers might consider whether the settlers were drifting away from British control</li> <li>• Answers might consider the democratic nature of the assemblies and the extent to which this encouraged good relations with those of wealth and social standing</li> <li>• Answers might consider the relations between the settlers and British government officials, such as the Board of Trade, Treasury, war Office and Admiralty</li> <li>• Answers might consider the impact of war on the relationship</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on whether relations were better but at Level 4 may simply list successes and failures in the government relationship with each group</li> <li>• At Level 5 there will be judgement as to whether they were better</li> <li>• At higher levels candidates might establish criteria against which to judge whether they were better</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark | Guidance |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <p><b>In arguing British colonial relations were better with the Native Americans than the settlers,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider there was an improved relationship with Native Americans in the 1750s and 1760s</li> <li>• Answers might consider the Congress of Albany and the Seven Years War and how relations with Native Americans improved</li> <li>• Answers might consider that the Native Americans began to see Britain as a source of rewards and trade rather than the defeated French</li> <li>• Answers might consider the French had a better relationship with the Native Americans</li> <li>• Answers might consider the British did not trust the Native Americans</li> <li>• Answers might consider that at the start of the period the British were less willing than the French to make agreements with the Native Americans</li> <li>• Answers might consider the importance of the 1763 Proclamation Act</li> </ul> |      |          |

APPENDIX 1 – this contains a generic mark scheme grid

|                              |                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <i>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.</i>                                    |
|                              | <b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>                                                                                                                                                                                                                                                       |
| <b>Level 6</b><br>9–10 marks | Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.                                                                                                                   |
| <b>Level 5</b><br>7–8 marks  | Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.                                                                                                                                  |
| <b>Level 4</b><br>5–6 marks  | Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.                    |
| <b>Level 3</b><br>3–4 marks  | Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.                                                                                                                                                             |
| <b>Level 2</b><br>2 marks    | Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.                                                                                                                                                                            |
| <b>Level 1</b><br>1 mark     | Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion. |
| 0 marks                      | Nothing of any relevance to the factors.                                                                                                                                                                                                                                                                                                           |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <i>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.</i>                                                                                                                                                                                                 |
|                                  | <b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Level 6</b><br>17–20<br>marks | There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements.<br>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                                                           |
| <b>Level 5</b><br>13–16<br>marks | There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.                                                           |
| <b>Level 4</b><br>10–12<br>marks | The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.                                                                                          |
| <b>Level 3</b><br>7–9<br>marks   | The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| <b>Level 2</b><br>4–6<br>marks   | The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made.<br>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.                                                                  |
| <b>Level 1</b><br>1–3<br>marks   | The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis.<br>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion.<br>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.                             |
| 0 marks                          | No evidence of understanding and no demonstration of any relevant knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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