



GCE AS MARKING SCHEME

SUMMER 2025

HISTORY - UNIT 2

DEPTH STUDIES 1–4: BRITISH HISTORY

2100U10-1

2100U20-1

2100U30-1

2100U40-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30. **NB:** Both questions in this examination paper are compulsory.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

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

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	26–30 marks	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	21–25 marks	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	16–20 marks	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	11–15 marks	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	6–10 marks	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources, but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	1–5 marks	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

Stamps and annotations used for Assessment Objective 2

Stamp	Annotation	Meaning/use
	Copy from text	Where the candidate is copying or paraphrasing material and passing it off as analysis
	Correct	Where a correct point drawn from the source has been made
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Question mark	It is unclear what the candidate is referring to from the source
	Specific	Where the specific historical context of the source is being addressed
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Value to Historian	Where there is a specific – supported – comment on how the material is of value to an historian
	Wider	Where the wider historical context of the source is being addressed
	Underline	Use to underline contextual analysis
	Box	Used to box larger sections of contextual analysis
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

2100U10-1

Depth study 1: The mid-Tudor crisis in Wales and England, c. 1529–1570**Part 1: Problems, threats and challenges, c. 1529–1553**

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the significance of Rhys ap Gruffudd's insurrection to the Crown's control of Wales in the 1530s. [30]

Candidates will consider the value of the sources to an historian studying the impact of Rhys ap Gruffudd's insurrection on the control of Wales in the period from 1531 to 1536. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources.

Appropriate observations in the analysis and evaluation of the sources may include the following; however, the material is neither prescriptive nor exhaustive.

Source A Eustace Chapuys, Imperial ambassador to England, writing in a confidential diplomatic dispatch to Charles V on the morning of Rhys ap Gruffudd's execution (1531)

The cause of Rhys ap Gruffudd's condemnation is, as far as I have been informed, that he would not confess that one of his own servants had advised him to revenge the wrongs he complained of by entering into a conspiracy and subsequently taking flight to Scotland. There he could easily, owing to his influence over the Welsh and to the general discontent caused by the divorce, have persuaded the King [James V of Scotland] to make the conquest of this kingdom. And although the said Rhys had not accepted the offers made to him, nor entered into the conspiracy, yet as he would not confess who it was who advised him, he was condemned to death. ... [This was despite] the many apologies he made. There is a rumour about town that had it not been for the King's lady, who hated Rhys because he and his wife had spoken insultingly of her, he would have been pardoned and escaped his miserable fate.

Marking notes for Source A

The general context of the source is in regard to the problems confronting the Crown in its attempt to control Wales. The source deals with external pressures that have exerted some influence on events in Wales. The specific context of the source is focused on the opinion of Chapuys who is reporting on the reasons for the execution of Rhys ap Gruffudd and the lack of clarity in those reasons (was it his flight to Scotland, because he would not confess which of his servants had advised him to revenge the wrongs he complained of, or was it the influence of Anne Boleyn?). The source has value in that Chapuys provides an outsider's opinion of the Welshman's fate, but he is also an eyewitness. However, the value could be challenged because, as a foreign ambassador resident in England, he works with rumours and hearsay but also information gleaned from courtiers who likely wished to remain anonymous. There are hints that the Welsh people are disaffected and unhappy with the King's divorce. It also suggests that there are many who sympathise if not outright support Rhys. This has implications for the government's control of Wales, which was already experiencing a fair degree of lawlessness.

The source corresponds with Source C as far as it refers to the general discontent in Wales caused by news of the King's divorce from the popular Katherine of Aragon.

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Source B Martin de Cornoca, Imperial consul in Venice, writing in a report to the court of Charles V (1534)

There is now living in these parts a great English personage, named Reynaldo Polo [Reginald Pole], of the blood royal, of the illustrious House of Clarence. He is the son of the Countess of Salisbury, and through her, of the noblest blood in the kingdom. His father, Sir Richard, was a worthy knight of Wales, a near relative of the late King, and greatly esteemed in his country. Polo is related to most of the great families and is connected by an unbreakable friendship with all the Queen's [Katherine of Aragon's] friends. The whole of Wales is devoted to his house, for his sake and the sake of his relations.

On account of their love for the Princess [Mary] and the death of Don Ris [Rhys ap Gruffudd], who was beheaded three years ago, the whole province is alienated from the King. It would be a pious and famous deed to help such a man as Polo in preserving a kingdom oppressed by a harlot [a woman of low morals] and her friends, and in reinstating Queen Katherine and Princess Mary. I do not know Polo's mind about all this, but I think he would be willing to see the delivery of his country from tyranny.

Marking notes for Source B

The general context of the source is the dissatisfaction and discontent in Wales at the harsh treatment of a well-known Welsh noble of the renowned House of Dinefwr and of Katherine of Aragon and Princess Mary. The specific context of the source is focused on the consequences of the execution of Rhys ap Gruffudd, which has, in the opinion of Cornoca, alienated the Welsh people from the King. The source has value in that it is from a foreign consul resident in Venice. He provides an outsider's opinion of events in England and Wales. However, the value could be challenged because he is not as close to events as his Imperial colleague Chapuys, but he has access to an exile, Reginald Pole, a critic of Henry VIII and Anne Boleyn. Despite being distant from events in Wales, Cornoca appears to be well informed. This might be due to information provided by Pole who, in turn, was receiving news from family back in England. Cornoca is of the opinion that the Welsh are alienated from the Crown directly as a result of the execution of Rhys. This would suggest that the insurrection has a direct bearing on the government's control of Wales.

The source corresponds with Source A because it suggests that the insurrection has a direct bearing on the government's unpopularity and its attempt to control Wales while making explicit reference to the impact of the execution of Rhys.

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Source C Thomas Cromwell, the King's Chief Minister, writing in a letter to Bishop Rowland Lee, Lord President of Wales (December 1537)

In spite of the King's pardon, given a year ago, to a company of persons in this realm calling themselves Gipcyans (Gypsies) who committed a most shameful and detestable murder, they have not left the kingdom as instructed. Since the time given for them to leave the kingdom has expired, the king's officers may lawfully apprehend and hang them without any further examination or trial. His grace, the King, has heard that these Gipcyans or Egipcyans, as they sometimes call themselves, do daily spoil, rob and deceive his poor subjects. His grace has also heard that some of his officers have permitted them to linger and loiter in parts of the realm enabling them to exercise their felonies and treasons which have gone unpunished. Therefore, I command you to diligently search for them, be they men or women, and to take them without delay to the nearest port and deport them on the first ship with a fair wind to any place beyond the seas. You must ensure that you inform all the justices of the peace in that country where you reside, together with the adjoining shires, of His Majesty's commandment.

Marking notes for Source C

The general context of the source is concerned with law and order, or the lack of it, in Wales. Lee's usually brutal treatment of criminals is under question, with the "gypsies'" actions being met with inaction by the authorities. The specific context of the source is focused on the Principality, now ceasing to exist as a legal entity, being referred to as a part of the kingdom and "the realm", and the expectations that it be governed as such, with Lee charged with responsibility for seeking out the alleged criminals and deporting them. The source has value in that Lee was Cromwell's appointment and very much his ally. It is clear that Cromwell expects full implementation of the government's command, but there is an underlying sentiment that Lee needs to do more. While this source is not directly linked to Rhys's insurrection, it is evident that several years after the execution of Sir Rhys ap Gruffudd, lawlessness in Wales has not been sufficiently eased – at least from the Crown's perspective.

The source corresponds with Sources A and B regarding evidence of discontent in Wales but there is a significant contrast in that it deals with problems within Wales in the later 1530s: problems that appear to be more endemic than may have been inferred from the earlier sources.

2100U20-1

Depth study 2: Royalty, rebellion and republic c. 1625–1660**Part 1: The pressure on the monarchy and the drift to civil war c. 1625–1642**

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the pressures facing the King in the period from 1635 to 1641. **[30]**

Candidates will consider the value of the sources to an historian studying the pressures facing the King in the period from 1635 to 1641. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources.

Appropriate observations in the analysis and evaluation of the sources may include the following; however, the material is neither prescriptive nor exhaustive.

Source A The legal statement of Roger Shattock, servant to Henry Hodges, Sheriff of Somerset, presented to the Lords of the Privy Council regarding the collection of Ship Money (1635)

This statement confirms that the Sheriff granted his warrants to Thomas Hilliard, the Constable of Ilchester to collect the amounts assessed. I, Roger Shattock, gave one of these warrants to John Napper, who at first refused it, but afterwards received it, saying he did not care a fart for it, nor would he do anything ... [even] if it cost him a £500 [c. £60 000 in 2025] fine. All of this was done openly in Ilchester, on market day, in the hearing of many persons. ... Shortly afterwards the sheriff sent me to Thomas Hilliard for the amounts assessed. Hilliard answered that he had not collected – nor would he collect – any money by that warrant. Many coastal counties refused to pay and said they would pay no money [in the future].

Marking notes for Source A

The general context of the source concerns the widespread discontent with royal rule during the period of Personal Rule. There is evidence of open opposition to the Crown and its officers. The specific context of the source relates to the perceived unfairness of the financial demands made on the people by a seemingly uncaring King. The source has value in that it is an affidavit submitted to the Privy Council regarding the disrespectful and obstinate behaviour of local officers entrusted with the collection of Ship Money. The affidavit is a statement given on oath and must be taken seriously. The pressure on the King to raise money to pay for government was made worse by the refusal of some people to pay and collect the taxes requested by the Crown.

The source contrasts with Sources B and C in that it deals with domestic pressures such as financial and administrative issues within England.

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Source B Charles I, writing in a letter to Archibald, Marquess of Argyll, seeking his support and that of the Scottish people (1641)

Now that (by the grace of God) I have resolved to make my journey to Scotland it makes me more determined that my actions and intentions are not misunderstood by my subjects there. Therefore, in the first place, I think it right to tell you that I intend that my journey to Scotland is for the settling of the affairs of my Scottish Kingdom in such a way as may establish the affections of my people fully to me. I am far from intending to cause division by my journey, and I mean to establish peace in State and Religion in the Church so that there may be a happy harmony amongst my subjects there. Thus, having explained my intentions to you [Argyll], I expect you to help me resolve mistaken perceptions of me which may arise. And so I rest,
Your assured friend
CHARLES R.

Marking notes for Source B

The general context of the source concerns the King's relationship with his kingdom of Scotland and its people. There are evidently issues there, political and religious, that need addressing. The specific context of the source is focused on the King's intentions to pacify and satisfy his subjects north of the border with the assistance of his governor there. The King is keen to dispel any concerns and to resolve mistaken perceptions of himself. The source has value in that it is a letter written by the king to a noble who governed Scotland on behalf of the King. Charles is seeking to relieve the pressure on him exerted by the Scots especially in the wake of the Bishops' Wars. The King is seeking to pacify Scotland and perhaps to enlist their support in his on-going conflict with the English Parliament.

The source corresponds with Source C as far as it concerns his rule outside England in those constituent parts of his kingdom that are troubled by religious discontent. Similarly, the source deals with the aftermath of a rebellion.

2100U20-1

Source C Sir John Temple, courtier and trusted royal servant, in a confidential dispatch to the King reporting on the state of Ireland (1641)

As your Majesty has happily returned in safety from Scotland and has settled affairs there without loss of blood, I give an account of the condition of Ireland, which lies here, desperately bleeding. The crisis has burst on us with the suddenness of a violent torrent. The whole province of Ulster is entirely in the hands of the rebels, except that part in which the Scots live. These [Scots] have no arms to fight against them. The Lords of the Pale fraternise with the rebels, and they disrespect the King's name by saying that their rebellious acts are done with his permission. Further, they pretend to be religious, and their priests and Jesuits have with so great cunning convinced the people – by making them believe that the Romish [Catholic] religion was presently to be rooted out here – that horrid persecutions were now intended, and cruel massacres to be suddenly executed upon all.

They march furiously, destroying all the English, most barbarously murdering them.

Marking notes for Source C

The general context of the source concerns the pressures facing the King in the constituent parts of his wider kingdom, in territories beyond England's borders. There is concern over the loyalty of some of the King's subjects and the threat of religious upheaval. The specific context of the source is concerned with the Irish rebellion and the threat that posed to royal power in the Kingdom of Ireland. There is also a focus on the violence and deaths resulting from this insurrection. The source has value in that it is a confidential dispatch from the King's agent in Ireland. The King trusts the agent, who he tasked with reporting on the state of Ireland. The outbreak of rebellion in Ireland is a major concern to the King, bringing both military and financial pressures that he cannot resolve without the support of a hostile Parliament.

The source corresponds with Source B as far as it concerns his rule outside England in those constituent parts of his kingdom that are troubled by religious problems. The only contrasting feature is the fact that it deals with an on-going rebellion rather than one resolved as in Scotland and the Bishops' Wars.

2100U30-1

Depth study 3: Reform and protest in Wales and England c. 1783–1848**Part 1: Radicalism and the fight for parliamentary reform c. 1783–1832**

- 0 1** Using your understanding of the historical context, assess the value of these three sources to an historian studying the challenges facing the government in the period from 1812 to 1820. [30]

Candidates will consider the value of the sources to an historian studying the challenges facing the government in the period from 1812 to 1820. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources.

Appropriate observations in the analysis and evaluation of the sources may include the following; however, the material is neither prescriptive nor exhaustive.

Source A	Lord Byron, a famous poet and Whig politician, speaking in the House of Lords, opposing the Frame Breaking Bill that applied the death penalty to machine breaking (27 February 1812) During the short time I recently spent in Nottinghamshire, not twelve hours elapsed without some fresh act of violence; and on the day I left the county, I was informed that forty frames had been broken the preceding evening without resistance and without detection. Such was the state of that county, and such I have reason to believe it to be at this moment. But whilst these outrages must be admitted to exist to an alarming extent, it is also true that they have arisen from circumstances of the most unparalleled distress. The perseverance of these miserable men in their lives and work, tends to prove that nothing but absolute poverty could have driven a large and once honest and industrious body of people into the commission of outrages so hazardous to themselves, their families, and the community.
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Marking notes for Source A

The general context of the source is the economic impact of the Napoleonic wars, the changes arising from the industrial revolution and the discontent among the emerging urban working class in relation to their working and living conditions. The specific context of the source relates to the Luddite movement and the fears these people had that they were going to be forced into destitution by the emergence of new machinery, which there had been efforts to destroy during the waves of Luddism and which had resulted in a Bill in Parliament that enabled the passing of the death sentence on convicted Luddites.

The source has value in that it provides specific evidence of the events taking place in industrial areas, and that that there were some in Parliament, in this case the Whig, Lord Byron, who were sympathetic to the plight of the workers. However, the value could be challenged in that the source is in itself anti-government propaganda, with Byron using it as a means to attack the Tory government. In the source, while he recognises that the attacks are violent, he asserts that they are the consequence of the Tory government's failings to alleviate the great distress felt by swathes of the population at this time. These themes are picked up in both Source B and Source C, where we can see that little has been done to resolve the plight of the urban working class via the government's alleged policy of laissez-faire, and where government efforts to clamp down on Luddism may have contributed to outbreaks of insurrection and the growth of campaigning societies pursuing a clear political resolution to the problems the workers were experiencing during this period.

2100U30-1

Source B Report of the Secret Committee of the House of Commons on the disturbed state of the country (19 February 1817)

[It appears] that attempts have been made in various parts of the country to take advantage of the distress in which the labouring and manufacturing classes of the population are at present involved, to induce them to look for immediate relief, not only in the reform of Parliament or the plan of universal suffrage and annual election, but in the total overthrow of all existing establishments.

This hope has been actively encouraged by several Societies. ... It has been proved that some members of these Societies endeavoured to [raise] an insurrection. ... The intended insurrection took up the symbols of the French Revolution. A tri-colour flag and cockades were actively prepared; the flag was openly carried and displayed at the first meeting which took place in Spa Fields. ...

In Manchester and some other places, the greatest enthusiasm for insurrection was seen before the meeting in Spa Fields in London on 2 December [1816]; and the taking of the Tower and the ruin of the Bank [of England] were publicly and confidently predicted.

Marking notes for Source B

The general context of the source is the ongoing discontent among the urban working class in relation to their living and working conditions, the revival of the radical movement and the fears that the government has of an insurrection among these people. The specific context is linked to the recent Spa Fields demonstration and increased pressures in the post Napoleonic Wars period, in which demobilised soldiers flooded an already under-provided jobs market, and in which the actions of groups of radicals and radical societies led to the government seeking, throughout early 1817, to suspend Habeas Corpus, which it did in an Act receiving Royal Assent in early March 1817.

The source has value in that it provides an insight into the heart of the parliamentary system, indicating there was recognition of the distress experienced by many parts of the population, but that this distress was being used to foster insurrection. The references to the French Revolution are particularly significant. That it was a secret committee – one not open to the broader House – may be noted as adding value to the sentiment expressed. However, with no indication of the make-up of this committee in the source, it may be difficult to ascertain the political viewpoints of its members.

When utilised alongside Source A, Source B indicates an escalation in the government's fears and provides tacit acceptance that previous actions had not worked: that the situation had escalated beyond machine breaking. And against Source C, it is evident that actions taken in 1817 did not have had their intended effect in the medium term.

2100U30-1

Source C Mrs Arbuthnot, a Tory sympathiser and friend of several Cabinet ministers, writing in her private diary about the Cato Street conspiracy (February 1820)

23 February 1820 – Detection of a most horrible conspiracy for murdering Cabinet ministers. It has been known for some months that a band of radicals, with Thistlewood at their head, had formed a plan for assassinating the ministers when they were assembled at a cabinet dinner. The mode of proceeding was to have been that Thistlewood should knock at the door and pretend to be the bearer of government documents to be signed, which Thistlewood would instruct the servant to deliver immediately to the Ministers. While he was gone on this message, Thistlewood would have admitted his accomplices who, to the number of thirty or forty, were to rush into the dining room and commence the work of slaughter. Fortunately, it always happens that, in the midst of such a set of ruffians there is always one or more who betray their secret. One of the group acted as a spy and revealed the whole plot to the Secretary of State.

Marking notes for Source C

The general context of the source is the continuing discontent with the government and its ongoing inaction over the socio-economic difficulties facing much of the population during the Liverpool ministry, especially following events at St Peter's Field in Manchester the previous year. The specific context is the attempt, by the revolutionary group the Spencean Philanthropists, to murder the Cabinet and overthrow the British government following the death of King George III a few weeks previously. The conspirators were tried and executed within two months.

The source has value in that it indicates the government's knowledge of the plan in advance and recognises the role played by the spy, George Edwards, although it may be argued that the source fails to recognise any of the reasons for the plot and sees, from the viewpoint of a Tory sympathiser, only criminals.

When utilised alongside Source A and Source B, Source C continues to indicate the reactionary nature of the Tory Party up to 1820, and candidates may note that this would continue to be the case for a little while longer. Together, the sources demonstrate that the government appeared to be resistant to change, and it may be suggested that the challenges facing the government between 1812 and 1820 were, at least partially, of the government's own making.

2100U40-1

Depth Study 4: Politics and society in Wales and England c. 1900–1939**Part 1: Politics, society and the War: Wales and England c. 1900–1918**

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the extent of social change between 1902 and 1911. **[30]**

Candidates will consider the value of the sources to an historian studying the extent of social change between 1902 and 1911. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A David Lloyd George, the Liberal MP for Caernarfon, in a speech to the House of Commons during a debate on education in Wales and England (1902)

I say that, by common consent, there is a Nonconformist grievance ... Special advantages and privileges are given to the Anglican denominational schools which are not given to the Nonconformists and to the board schools. The [Anglican] Church has over 12 000 schools in the country, which are mission rooms to educate the children of the poor in the principles of the of the Church. In 8 000 parishes there are no other schools, and the whole machinery of the law is utilised to force the Nonconformist children into them. You tell them: "You will have no religious instruction at all unless you are prepared to take the instruction of the Church of England". The total expense for the staff of these schools ... is wholly paid by the state and they are engaged in teaching Church of England principles.

Marking notes for Source A

The general context of the source is that there are changes being made to education and that the Church of England is predominantly in charge of education in many areas of Wales. Its specific context is the fury surrounding the Education Bill of 1902, also known as the Balfour Act, which angered many denominations, especially the Methodists as it was going to give the Church a distinct advantage over elected school boards. The source has value to an historian because it is showing Government intervention in education, which was deemed necessary to improve national efficiency, but that intervention in Wales had not taken its non-conformist tradition into account. The source value could be challenged for being a Liberal view, however as the support base of the Liberal party in Wales was non-conformist, it is clear why the Liberal Lloyd George would have taken this standpoint. The opposing view would be the view of the Conservative Government, generally opposed to intervention, but now intervening because of need for social change in education at that time. The theme of government intervention in social matters is developed further in Source B and Source C and, although not always welcomed, it is clear that from 1902 to 1911 more state intervention was introduced abandoning old Victorian beliefs in self-help.

2100U40-1

Source B An editorial comment in *The Times*, a Conservative-leaning newspaper (1905)

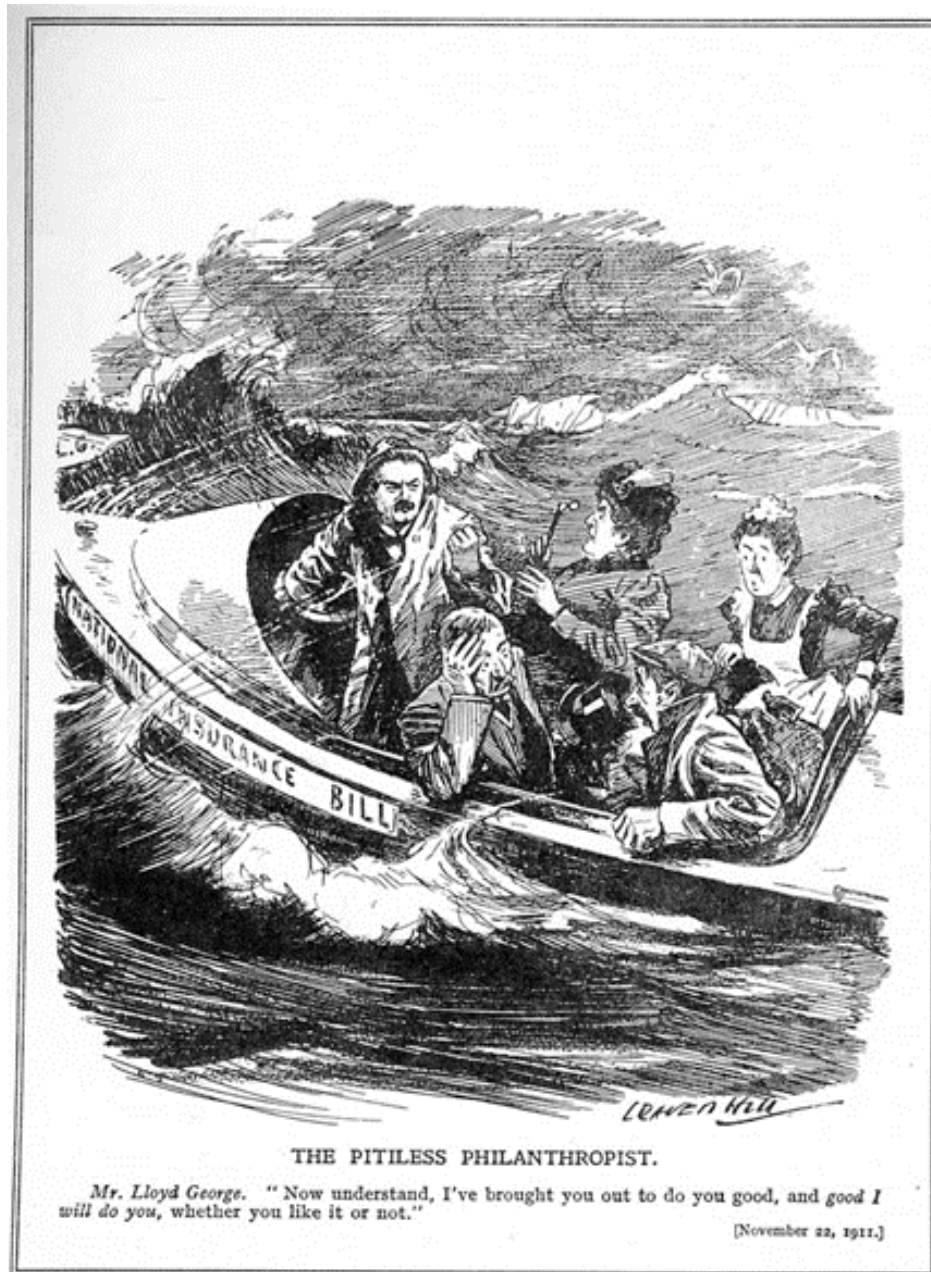
We have already made a serious inroad upon personal responsibility and personal independence by relieving parents of the duty of educating their children. That is now used as an argument for relieving them of their duty of feeding their children. When we have done that, the argument will be stronger than ever for relieving them of the duty of clothing their children. From that it is an easy step to paying for their proper housing; for what, it will be asked, is the use of feeding, clothing and teaching children, if they come to school from insanitary bedrooms? The proposed measure would already go too far in removing the remaining independence of existing parents, so what are we to expect from the present children when they in turn become parents? The habit of looking to the State for their maintenance would be ingrained in them; everything we now give would be to them a matter of course; and they would without question make new demands of their own.

Marking notes for Source B

The general context of this source is that the paper is not happy with giving too much help to those in poverty lest they become dependent on the state. Its specific context is that due to the work of Booth and Rowntree, Edwardians were abandoning Victorian attitudes towards state intervention and this was not always welcomed. Providing school meals was seen as a way forward, building on the intervention in education seen in Source A and following on from report of the Inter-Departmental Committee on Physical Deterioration. This was a significant movement away from old ideas about parental responsibilities. The value of the source to an historian is that it shows not everyone was happy with the state intervening in the lives of the people and there were fears that a dependant culture was being fostered. However, there are limitations, as this is a right-wing paper, and would appeal to the upper classes and as such would not support intervention. However, it does reflect how many felt at the time about state intervention and the scale of intervention that was being enacted and considered by 1905.

2100U40-1

Source C Leonard Raven Hill, a political satirist, depicts David Lloyd George in the cartoon 'The Pitiless Philanthropist', in the satirical magazine *Punch* (1911). The caption states "Mr Lloyd George: "Now understand, I've brought you out to do you good, and good I will do you, whether you like it or not." The name of the boat is "National Insurance Bill".



2100U40-1**Marking notes for Source C**

The general context of this source is that Lloyd George is proposing a National Insurance Bill which can be seen on the boat. Its specific context is that this was a dramatic move in state intervention building on the intervention in education and the welfare of children seen in previous sources, with state intervention now being proposed on a scale never seen before with the National Insurance Bill. The eclectic mix of unenthusiastic passengers alludes to the unpopularity of the bill among the privileged, socialists women and workers. The value of the source to an historian is that it shows yet again the extent the state was willing to move forward with social change, challenging old attitudes to government responsibility in this field, even though they were very unpopular at the time. However, there are limitations, as this was a satirical cartoon, which is making fun of the proposals and suggests everyone was against state intervention in health insurance which is not entirely a true reflection of everyone's views.

As a collective, the three sources show the extent of state intervention between 1902 and 1911 and reactions to it. State intervention increased in this period and being a new concept to some extent, reactions to it was mixed and not wholly accepting.

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focused on the ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. The mark awarded to Question 2 is 30. Both questions in this examination paper are compulsory.

The structure of the mark scheme

The mark scheme for Question 2:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.
- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

		Focus on the question set	Analysis of the interpretation
Band 6	26–30 marks	The learner discusses clearly the question set in the context of alternative interpretations.	The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss why a particular historian or school of history would form an interpretation based on the evidence available to the historian.
Band 5	21–25 marks	The learner discusses the question set in the context of alternative interpretations.	The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question.
Band 4	16–20 marks	The learner discusses the question set in the context of the development of the historical debate that has taken place.	There is some attempt to explain why different interpretations have been formed. The learner considers a counterargument to that presented in the question.
Band 3	11–15 marks	The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place.	There is a limited attempt to explain why different interpretations have been formed.
Band 2	6–10 marks	The learner is able to show understanding of the question set. There is an attempt to reach a judgement, but it is not firmly supported or balanced.	The learner's discussion of the interpretation is valid, with reference to alternate interpretations.
Band 1	1–5 marks	Any judgement reached is limited and unsupported.	The learner attempts to discuss the interpretation by tending to agree or disagree with it.
Award 0 marks for an irrelevant or inaccurate response.			

Stamps and annotations used for Assessment Objective 3

Stamp	Annotation	Meaning/use
	Context	Where the candidate is offering contextual support for discussion of the interpretation
	Copy from text	Where the candidate is copying or paraphrasing material and passing it off as analysis
	Correct	Where a correct point drawn from the interpretation has been made
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Interpretation	Where the candidate is assessing how and – possibly – why an interpretation has been developed
	Judgement	Used to note an emerging or not fully supported judgement
	Question mark	It is unclear what the candidate is referring to from the interpretation
	Specific	Where one or both of the given interpretations is addressed
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Wider	Where an alternative interpretation is addressed
	Underline	Use to underline sections commenting on interpretation
	Box	Used to box larger sections commenting on interpretation
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

2100U10-1

0 2 Historians have made different interpretations about *the threats of the major rebellions in this period*. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that the Western Rebellion posed a significant threat to Edward VI and his government? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that it was the Western rebellion which posed the most significant threat to Edward VI and his government.

Some of the issues to consider may include the following; however, the material is neither prescriptive nor exhaustive.

Interpretation 1: Frances Rose-Troup, in this extract from her book *The Western Rebellion of 1549* (1913), presents an interpretation that suggests the Western Rebellion was a serious threat to Edward VI and his government.

The rebellion was a very real threat to the King and his government. Indeed, the Western Rebellion was no insignificant affair. But when we come to consider the consequences which would have ensued if the rebels had advanced to London – that the success of the rebels would have wholly prevented the Reformation is more than can be claimed. However, there is little doubt that it would have given the progress of the Reformation a serious, though momentary, check.

Marking notes for Interpretation 1

This interpretation argues that the Western rebellion posed a significant threat to Edward VI and his government. It recognises that, ultimately, the Reformation would have progressed but suggests that the King and the government would have been seriously undermined by the rebellion and that it would have forced much more caution in any further rollout of their religious plans. In analysing and evaluating this interpretation, candidates may argue that the specialism of this book lends weight to the arguments being made – arguments likely to be based on at least some primary sources. Further it could be argued that the emphasis of the title suggests strong contextual knowledge of the material. However, the reference to the counterfactual argument is an undermining factor, and perhaps betrays the book's publication date, which, in 1913, was prior to the First World War. There is an implication that change (in the shape of religious reform) would have occurred in any case, and possibly for the better.

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Interpretation 2: Mark Stoye, in this extract from his article, “Fullye Bente to Fichte Oute the Matter” in *The English Historical Review* (2014), presents an interpretation that suggests that the Western Rebellion did not pose a significant threat to the Crown.

On balance, there is reason to believe that the Western rebels did not pose a significant threat to the young King. There is no evidence to show that the Cornishmen intended to march on London, as their grandfathers had done in 1497. It seems very likely that had the Cornishmen come up to Exeter even faster than they eventually did – taken the battle to Russell sooner, when his forces were far weaker – the outcome might have been very different. As it was, the luckless 'rebellers' were shortly to be swept away in a hail of shot, having put up the stoutest of all challenges to the Edwardian Reformation.

Marking notes for Interpretation 2

This interpretation argues that the Western rebellion did not pose a significant threat to Edward VI and his government. In analysing and evaluating this interpretation, some answers may indicate that the author is writing an article in a reputable peer-reviewed historical journal. Where this is noted, it may further be suggested that the article is at the forefront of academic research. Stoye is convinced that there is evidence enough to reconsider earlier historians' views though he does tend to play down the threat posed by the act of rebellion. On the other hand, he attempts to provide a balanced view, but also engages in some counterfactual arguments, considering possible rather than actual outcomes. Candidates may suggest that the fact that a century separates these interpretations may be significant.

Wider debate

While the importance of other contributory factors is not considered in either of these interpretations – for example, there were some economic factors such as the imposition of a poll tax on sheep and fears that yet more taxes would be levied on the people – it is undoubted that the Reformation was at the heart of the Western or Prayer Book rebellion. Nevertheless, neither of these interpretations consider the political and cultural impact of the Reformation, which emboldened many of the rebels and added to the severity of their threat. The fragmentation of religion was a challenge to the cultural fabric of England (and Wales), and many staunchly Catholic areas were willing to express their discontent openly, forcing the government to respond to uphold its religious policy. That the rebellion met with a strong military response indicates that the Crown was not willing to take chances with any opposition – it was aware of the febrile atmosphere in the land and had to deal with events in Norfolk at almost the same time.

2100U20-1

0 2 Historians have made different interpretations about *the attitude and policies of Charles I*. Analyse and evaluate the two interpretations together with your understanding of the historical debate to answer the following question:

How valid is the view that Charles I's attitude and policies were responsible for the weakening of his authority by 1642? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Charles I's attitude and policies were responsible for the weakening of his authority by 1642.

Some of the issues to consider may include the following; however, the material is neither prescriptive nor exhaustive.

Interpretation 1 David Cressy, in this extract from his article 'The Blindness of Charles I', in the *Huntington Library Quarterly* (2015), presents an interpretation that suggests Charles's responses weakened his authority.

People could live with a king's difficult personality, provided it did no damage. A king that did little could be endured, but not a king who pursued active policies that touched subjects in their purses, their consciences and their everyday lives. The kingship of Charles I concerned not only high politics and constitutional theory but also the affairs of the locality, the parish, and the household. Charles set out to rule as well as reign, and [he] ruled narrowly, provocatively, and unwisely. He subjected England to unnecessary torments, and most historians, like many contemporaries, know this to have been true.

Marking notes for Interpretation 1

This interpretation argues that Charles I's attitude and policies weakened his authority. In analysing and evaluating the interpretation answers might argue that Charles I was blind to the realities of kingship and was a rather inept and incompetent ruler. In a scathing assessment of Charles, Cressy states that he 'ruled narrowly, provocatively, and unwisely' and that he put his subjects through 'unnecessary torments.' David Cressy's opinion of Charles is in stark contrast to that of Tim Harris both of whom are exact contemporaries writing only a year apart.

2100U20-1

Interpretation 2

Tim Harris, in this extract from his article 'Has history been unfair to Charles I?' in *BBC History Magazine* (2014), presents an interpretation that suggests Charles's responses strengthened his authority.

Charles's regime was quite sophisticated in its approach to politics. Things changed in 1641–2, when the Long Parliament overplayed its hand. Having addressed what, it saw as the abuses of the personal rule, it now began to call for more far-reaching reforms in church and state. Charles's response was brilliant: to position himself as a king who stood for the traditional constitution, the rule of law, and the Church of bishops and prayer book, against the threat of political and religious extremism.

Marking notes for Interpretation 2

This interpretation argues that Charles I's attitude and policies strengthened his authority. In analysing and evaluating this interpretation answers might argue that the King was not responsible for weakening his position, quite the contrary, the King should be accorded due praise for his approach to kingship and in the way he stood up to his detractors. Charles's attitude and policies were sophisticated, and his approach was described, in a way that is, perhaps, unhistorical, as 'brilliant.' Harris certainly believes that Charles has for too long been the scapegoat for the ills that beset his reign.

Wider debate

Alternatively, historians have suggested that Charles's advisors and ministers, alongside Parliament, bear some responsibility for the weakening of royal authority. Tim Harris suggests that radical elements in the Long Parliament were responsible for the weakening of Charles's authority. The Queen's influence in pushing Charles into adopting a belligerent attitude to his perceived critics should also not be underestimated. The fact remains; there were several internal and external pressures being brought to bear on the Crown and its government during Charles's reign.

2100U30-1

- 0 2** Historians have made different interpretations about *the extent of the Liberal Tory reforms*. Analyse and evaluate the two interpretations together with your understanding of the historical debate to answer the following question.

How valid is the view that the Liberal Tory reforms in the period from 1822 to 1829 represented a significant attempt to change the direction of government policy? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the Liberal Tory reforms in the period from 1822 to 1829 represented a significant attempt to change the direction of government policy.

Some of the issues to consider may include the following; however, the material is neither prescriptive nor exhaustive.

Interpretation 1: Anthony Wood, in this extract from his book *Nineteenth Century Britain* (1960), presents an interpretation that suggests there was a purposeful attempt to introduce reforms.

Since the beginning of 1820, Lord Liverpool had been aware that the government needed new blood and had been hoping to give the Tory cabinet a more liberal tone. This would win over the moderate reformers and would make a Whig government impossible. ... Three men – Canning, Peel, and Huskisson – were the main force in the new policy that was so striking in the last years of the Tory reign. ... But Lord Liverpool remains the man who had made all this possible ... it was he who was fundamentally responsible for the new turn that governmental policy was to take.

Marking notes for Interpretation 1

This argues that it was Lord Liverpool who was responsible for a fundamental rethink in government policy from 1822 onwards. The source recognises that there was a change in personnel within the Cabinet, with the inclusion of more moderate thinkers following the exit of previous ministers such as the former Foreign Secretary, Lord Castlereagh, who had committed suicide in August 1822. The interpretation is clear that this was a planned policy. However, it suggests that this policy was born largely out of necessity rather than a desire to alleviate the distress of the masses, that it was an attempt to keep the Whigs out of power and maintain Tory dominance of the political system throughout the 1820s. The interpretation does, however, suggest that the new direction in policy had a positive impact, and that, regardless of the reasons why Liverpool attempted to shift policy, the impact of Canning, Peel and Huskisson was significant. Written in a book on the wider century, it may be argued that this is something of a broad brushstroke approach to the period.

2100U30-1

Interpretation 2: Michael Turner, in this extract from his book *The Age of Unease – Government and Reform in Britain, 1782–1832* (2000), presents an interpretation that suggests there was not a significant change in the direction of government policy in the period from 1822 to 1829.

The “liberal Toryism” of the 1820s did not mark a sudden transformation in ideas, intent or methods. The new ministers developed policies which they had already been considering outside the cabinet. They shared an interest in improvement and efficiency, and in the 1820s reforms could be implemented in a time of prosperity and relative social peace, a wholly different context to the economic distress of the postwar years.

Marking notes for Interpretation 2

This book, 40 years more recent than that in Interpretation 1, is a much more specific text that focuses on government and reform in Britain coinciding with the period from the American Revolutionary War, through the French Revolutionary and Napoleonic Wars up to the Great Reform Act in 1832. In this section, Turner argues that the changes seen were less the result of a volte face in government policy than they were a part of gradual reforms that had long been intended, but impractical to introduce during the period of social, political and economic difficulties experienced at the end of the Napoleonic Wars. It does not recognise 1822 as a sudden break with the past, but a period of increased stability during which there were efforts to bring about improvements and efficiency, rather than a desire to heal the ills of the previous decade. The Tories were still resolutely opposed to parliamentary reform.

Wider debate

It is clear, particularly in light of Question 1, that there was a change in how the government responded to widespread social, economic and political distress in the period from 1822 onwards. However, whether it was purposefully directed by Liverpool, or a byproduct of social stability or changes within the Cabinet is less apparent. Candidates may argue that there was a shift in policy at this time, but it was born of necessity. Alternatively, it could be argued that the changes were a result of progressive Tories such as Canning, Peel and Huskisson attempting to address injustices within society and using the opportunity of the more stable mid to late 1820s to embark upon this. Candidates could, for example, note Peel’s role as Home Secretary between 1822 and 1827 and again between 1828 and 1830, during which time the criminal law was liberalised and the Metropolitan Police was established.

2100U40-1

0 2

Historians have made different interpretations about *industrial conflict* in this period. Analyse and evaluate the two interpretations together with your understanding of the historical debate to answer the following question:

How valid is the view that industrial conflict was a serious challenge for the government of Wales and England in the period from 1908 to 1914. [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the extent of industrial conflict was a serious challenge for the government of Wales and England in the period from 1908 to 1914.

Some of the issues to consider may include the following; however, the material is neither prescriptive nor exhaustive.

Interpretation 1: Tim Evans, in this extract from his article “The Great Unrest and a Welsh Town (Llanelli)” in the magazine *International Socialism* (2011), provides an interpretation that suggests industrial conflict was a serious challenge for the government.

The Llanelli strike was part of one of the longest waves of sustained industrial rebellion in British working-class history – the “Great Unrest” of 1910 to 1914. Many commentators believed that in British society the potential for continental-style revolutions had been removed by the British trade union system and the traditional common sense of the nation. The great wave of strikes blew all that away. Driven by rank-and-file workers, it swept aside a horrified union leadership, and was characterised by direct action, widespread industrial solidarity, community involvement and physical confrontation with the forces of the state. Its far-reaching effects went beyond the purely short-term economic. These major struggles, and the power of syndicalism, might have developed into a serious challenge, had it not been for the outbreak of war.

Marking notes for Interpretation 1

This interpretation argues that Industrial conflict was a challenge for the British Government and the general order of society and politics. The author is alluding to wide ranging community led conflicts which were led by ordinary workers against the state and the owners who were the capitalists. Such conflicts would include the Llanelli and Tonypandy riots as well as the numerous strikes and direct action in various industries in England. The interpretation is clear that leaders on all levels had lost control and that the disturbances had the potential of becoming a serious challenge for the state as a result. Candidates may argue that Tim Evans, writing in 2011, is focussed on a left-wing interpretation for the purpose of a left-wing magazine ‘International Socialism’. He is looking at the influence of syndicalism and perhaps also in one town, Llanelli, more so than on a United Kingdom wide approach. However, writing in 2011 he would have a wealth of evidence available to allow him to come to a reasoned interpretation.

2100U40-1

Interpretation 2: Robert Pearce, in this extract from his book *Britain: Industrial Relations and the Economy 1900–1939* (1993), provides an interpretation that suggests pre-war industrial problems were not a long-term threat to the government.

Several writers have painted a picture of a nation ripe for revolution by 1914. Instead of solving problems by discussion and reason, people were taking direct action. Was there a gathering storm in industrial relations from 1908 to 1914? There were plenty of industrial problems, and strikes in 1910–2 must be considered industrial storms of the first magnitude, but were they really signs that storm clouds were gathering for an almighty downpour? It seems not, as the worst was over by 1914.

Marking notes for Interpretation 2

This argues that the situation by 1914, although difficult and tumultuous, was far from being out of control or a real storm having to be faced by government. The author downplays the seriousness of the challenge faced by the state as a result of these disturbances which was proposed by the historian in interpretation 1. The historian accepts that they were ‘storms of the first magnitude’ but claims that the situation was stable by 1914. Written in 1993, Pearce’s book would be able to provide a general overview of the state of industrial conflict during the period; however, its broad focus may not facilitate the in-depth analysis possible in Interpretation 1. Being a modern British historian, he is offering a balanced view of Britain as a whole and not necessarily the regional interpretation being given by Tim Evans.

Wider debate

It is clear that industrial conflict at the time was widespread and on a level that at the very least was a cause for concern for the government challenged with keeping law and order and reacting to demands for social and economic change. Candidates may argue that the severity of the challenge varied from region to region or from a particular conflict area to another. Alternatively, it could be argued that it was the reaction of the authorities that escalated many of these events, with the Llanelli and Tonypandy riots being direct examples of the authorities’ reaction escalating the dispute to levels it was not intended to reach at the outset. Also, with the lack of co-ordination on a national scale they may argue that industrial conflict never had the capacity to be more than isolated conflicts and that they remain in the domains of local history.