



GCE A LEVEL MARKING SCHEME

SUMMER 2023

HISTORY - UNIT 4

DEPTH STUDIES 5–8: NON-BRITISH HISTORY

1100U50-1

1100U60-1

1100U70-1

1100U80-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

Marking guidance for examiners

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.

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.

Question 1

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.				

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Unit 4 – 1100U50-1

Depth study 5 Religious reformation in Europe c.1500–1564

Part 2 The spread of Protestantism and counter-Reformation
c.1531–1564

0	1	Using your understanding of the historical context, assess the value of these three sources to an historian studying the influence of Calvin in Geneva between 1542 and 1559.	[30]
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Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **the influence of Calvin in Geneva between 1542 and 1559**. 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	The pastors and elders of the Consistory instruct the overseers of a village near Geneva, as documented in the Geneva Consistory records (October 1542)
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	<p>Establish order in the Church, by watching over those who live badly in their villages, and conserve the holy Church;</p> <p>Show a good example to those others who wish to err in the Church [deviate from Church practices], for the sake of the Word of God, which should be well heard;</p> <p>Be ... honest and peaceable and a good example to others, admonish them [in the presence of their minister] about the Word of God and see that they do their duty;</p> <p>Not to spare anyone – neither their families, wives, children, servants nor maids – at instruction after dinner;</p> <p>Remand [refer] those in error to the Consistory, and those who retain papal superstitions from the former times;</p> <p>Give admonitions to tavern-goers, blasphemers and those who live evil lives, also those with anger and hatred for each other and those who rebel against the Word of God.</p>
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Marking notes:

The general historical context associated with this source is the early years of Calvin's time in Geneva and the specific historical context may include reference to Calvin's recent return from exile after the city state's initial rejection of what they perceived as his impractical Institutes and his second attempt to convince the Genevan authorities to implement his ideas. The source is from Calvin's Ordinances, which the Geneva authorities preferred at this point to the Institutes as they were much more practical and easier to implement. In this case these are instructions to the overseers to ensure that Calvin's social and religious policies were being carried out in the countryside around Geneva. The concern was that despite clear instructions to lead the good life of one of the Elect, citizens are still wedded to the ways of the old Church and too interested in enjoying themselves to obey.

Unit 4 – 1100U50-1

Depth study 5 Religious reformation in Europe c.1500–1564

**Part 2 The spread of Protestantism and counter-Reformation
c.1531–1564**

Source B A letter from the magistrates of the Council in Geneva to Michael Servetus, who had been accused of heresy (October 1553)

We Syndics, the judges of criminal cases in this city, having witnessed the trial conducted before us ... and having seen your voluntary and repeated confessions and your books, judge that you, Servetus, have for a long time promulgated [spread] false and thoroughly heretical doctrine, despising all remonstrances [protests] and corrections ... That you have tried to make a schism and to trouble the Church of God, by which many souls may have been ruined or lost: a thing horrible, shocking, scandalous and infectious. And you have had neither shame nor horror in setting yourself against the divine Majesty and Holy Trinity, and so have obstinately tried to infect the world with your heretical poison ...

For these and other reasons, we Syndics, desiring to purge the Church of God of such infection, and having taken counsel with our citizens, have invoked the name of God to give just judgement ...

Speaking in the name of the Father, Son and Holy Spirit, we now in writing give final sentence and condemn you, Michael Servetus, to be bound, attached to a stake and burned – with your book – to ashes. And so you shall finish your days and give an example to others who would commit the like.

Marking notes:

The general historical context associated with this source is the 1550s, when Calvin was at the peak of his influence in Geneva; the specific historical context may include reference to Servetus and his denial of the Trinity, which led to his execution as a heretic in Geneva in 1553 after sending a copy of his book for Calvin's approval and escaping from prison in Italy to see Calvin preach. The source is the end result of Calvin's inability to be able to consider that there may be anything other than a dangerous threat coming from the ideas of his rivals. Calvin was very wary of views that challenged his own having just recently fought off opposition from factions within Geneva. At Calvin's behest the Syndics put Servetus on trial, found him guilty of heresy and had him burned at the stake.

Unit 4 – 1100U50-1

Depth study 5 Religious reformation in Europe c.1500–1564

Part 2 The spread of Protestantism and counter-Reformation
c.1531–1564

Source C John Calvin justifies his doctrine in his *Institutes of the Christian Religion* (1559)

No one who wishes to be thought religious dares simply deny predestination, by which God gives hope of eternal life to some, and sentences others to eternal death ... When we attribute foreknowledge to God, we mean that all things were, and perpetually remain, under his eyes, so that to his knowledge there is nothing future or past, but all things are present. And they are present in such a way that he not only conceives them through ideas, but he truly looks upon them and discerns them as things placed before him. And his foreknowledge is extended throughout the universe to every creature. We call predestination God's eternal decree, by which he determined with himself what he willed to become of each man. For all are not created equal; rather, eternal life is pre-ordained for some, eternal damnation for others. Therefore, as any man has been created to one or the other of these ends, we speak of him as predestined to life or to death.

Marking notes:

The general historical context associated with this source is that this is from the final period of Calvin's time in Geneva, a few years before his death in 1564. The specific historical context may include reference to this being the final and definitive edition of the *Institutes* which had been continuously improved since their initial rejection by the Elders back in the 1530s. The source is Calvin's explanation of his key doctrine, now fully formed: double pre-destination, the idea that God has already chosen who is to go to Heaven and who is to go to Hell. This is how Calvin justifies the strict social order he has imposed on Geneva, that those who are able to live good, moral, lives must have already been selected to be saved by God. This was a powerful recruiting idea for Calvin.

Unit 4 – 1100U60-1

Depth study 6 France in revolution c.1774–1815

Part 2 France: republic and Napoleon c.1792–1815

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the Terror between 1793 and 1794. [30]

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **the Terror between 1793 and 1794**. 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 A petition, supported by the *sans-culottes* in the William Tell section of Paris, sent to the Convention (12 November 1793)

The execution of Marie Antoinette and the Girondin deputies furnished a terrible example to astonish and strike fear amongst the most guilty. Bloodshed is necessary in order to punish those who might follow their example ... The aristocracy has not given up its shadowy and sinister plotting ... There are other enemies no less dangerous: the evil public robbers and plunderers.

Legislators! Do not spare those vampires who suck the blood of La Patrie [the nation] ... Representatives, the days of forgiveness are now past; the blade of vengeance [the guillotine] should fall on all guilty heads; the people await drastic measures which will make sure that the guilty are not spared. Do not forget the words of Marat: "Sacrifice two hundred thousand heads and you will save a million."

Marking notes:

The general historical context associated with this source is the execution of Marie Antoinette and the leading Girondins deputies; the specific historical context may include reference to the events that were taking place in the Vendée and the great fear and uncertainty that was sweeping Paris in the autumn of 1793. The source is taken from a petition, drawn up by the *sans-culottes* in one of the most militant sections in Paris, to be sent for consideration by the Convention. From the tone of the source, it is clear that the *sans-culottes* believe that the only way to protect the state is to employ the most extreme measures possible, for example the use of the guillotine, against large numbers of the republic's enemies. The source would be valuable in indicating the pressure the Convention was under from its supporters to carry out these measures.

Unit 4 – 1100U60-1

Depth study 6 France in revolution c.1774–1815

Part 2 France: republic and Napoleon c.1792–1815

Source B Maximilien Robespierre, a leading figure on the Committee of Public Safety, in a speech to the members of the Convention (25 December 1793)

The theory of revolutionary government is as new as the Revolution which has developed it ... The function of government is to direct the moral and physical resources of the nation towards its essential aim. The aim of constitutional government [the Convention] is to preserve the Republic: that of revolutionary government [the Committee of Public Safety] is to put the Republic on a secure foundation. The Revolution is the war of liberty against its enemies; the constitution is the regime of victorious and peace-loving liberty. Revolutionary government needs to be extraordinarily active, precisely because it is at war. It is subject to less uniform and rigorous rules because the circumstances in which it finds itself are tempestuous and changing, and above all because it is obliged to employ ceaselessly new and urgent resources for new and pressing threats.

Constitutional government is primarily concerned with civil liberty: revolutionary government with public liberty. Under a constitutional regime it is more or less enough to protect individuals against abuses of government. Under a revolutionary regime the government itself is obliged to defend itself against all the factions which threaten it. Revolutionary government gives public protection to good citizens; to the enemies of the people it deals out only death ...

If revolutionary government has to be more active in its policies and more free in its actions than ordinary government, is it then less just and less legitimate? No: it rests on the most sacred of all laws, the safety of the people, and on the most irrefutable of all arguments: that of necessity ... It is not directed by individual feelings but by the public interest. It is necessary to navigate between two rocks: weakness and boldness.

Marking notes:

The general historical context associated with this source is the rule of the Committee of Public Safety; the specific historical context may include reference to the desperate fight for survival that the republic faced from its internal and external enemies. The source is part of speech that Robespierre delivered to the Convention in which he justified the government's radical and ruthless approach to saving the Republic. Without such an unwavering approach there would be no Republic to ensure that the benefits of the revolution were secured. Robespierre was delivering his speech against the background of civil war in the Vendée and a military threat from the allied powers. His argument was that only ruthless measures could secure the goal of democracy. A historian would find this useful as Robespierre was the central figure on the Committee of Public Safety (CPS) and he was justifying the Terror.

Unit 4 – 1100U60-1**Depth study 6** **France in revolution c.1774–1815****Part 2** **France: republic and Napoleon c.1792–1815**

Source C A letter from the Committee of Public Safety to the representative on mission, Pierre Louis Prieur, active in Morbihan and the lower Loire (8 February 1794)

Although your presence is certainly required in Lorient, it is needed even more in Nantes. You have done so much good with the army sent to crush the Vendée that we beg once more for your zeal and courage. We requisition your patriotism. Depart as soon as you receive our letter; go to Nantes to establish the revolutionary government decreed on 14 Frimaire and to keep watch on the movements that still threaten us in the Vendée. These movements are at work in Nantes, a city of moderates and full of aristocrats, merchants, Feuillants and royalists. It is a city to keep watch on and to electrify, but not to crush with unlimited authority and violent action ... The Committee [of Public Safety] considers that you will know how to deal with schemers and will treat them as they deserve; your patriotic and energetic methods will have a very happy effect on this city.

Marking notes:

The general historical context associated with this source is the ongoing civil war in the Vendée; the specific historical context may include reference to the ruthless methods deployed by the Committee of Public Safety (CPS) to restore order. The source is a letter sent from the CPS to one of its representatives on mission in Morbihan and the lower Loire area of western France. The representatives were established by the CPS to ensure that orders were carried effectively. Representatives had vast power, as well as military commanders on the ground who were answerable to them for the conduct of their operations. They were, for the most part, hard-line Jacobin deputies loyal to the Republic. The letter orders Prieur to Nantes, urging him to do all in his power to restore republican authority. A historian would find this useful as offering a direct insight into the workings of the Terror through one of their most notable creations – the representatives on mission.

Unit 4 – 1100U70-1

Depth study 7 The crisis of the American republic c.1840–1877

Part 2 Civil war and reconstruction c.1861–1877

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the impact of Reconstruction between 1865 and 1876. [30]

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **the impact of Reconstruction between 1865 and 1876**. 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 Thaddeus Stevens, a Republican member of the House of Representatives, in a speech to the House (December 1865)

Our Founding Fathers rejected the whole doctrine of the legal superiority of families or races, and proclaimed the equality of men before the law. Upon that they created a revolution and built the Republic. They were prevented by slavery from perfecting the superstructure whose foundation they had broadly laid. For the sake of the Union they consented to wait, but never relinquished the idea of its final completion.

The time to which they looked forward with anxiety has now come. It is our duty to complete their work. If this Republic is not now made to stand on their great principles, it has no honest foundation, and God, the Father of all men, will still shake it to its centre. If we have not yet been sufficiently scourged for our national sin to teach us to do justice to all God's creatures, without distinction of race or color, we must expect the still more heavy vengeance of an offended God.

Marking notes:

The general historical context associated with this source is that the US Civil War is now over and the period of Reconstruction is beginning; the specific historical context may include reference to the radical Republican campaign to punish the South as harshly as possible as well as ensuring that freed slaves were given the same rights as white Americans, which brought them into conflict with President Johnson, a Southern Democrat, who aimed for leniency towards the South and limited rights for the freed slaves. The source is from a speech made when Congress returned in December 1865 and began to interfere in Johnson's limited plans for Reconstruction. It is Johnson's states' rights approach that Stevens is arguing against here, saying that the job of ending slavery must be completed properly and that the freed slaves should be given fully citizenship rights in accordance with the principles of the Founding Fathers.

Source B	Harriet Hernandez, a former slave, in her testimony to a court in South Carolina (July 1871)
Question	Go onto the second time; you say it was two months afterwards?
Answer	Yes ... two months last Saturday night when they [the Ku Klux Klan] were at our home ... They came in; I was lying in bed. Says he, "Come out here; come out here!" They took me out of bed; they would not let me get out, they took me up in their arms and [dragged] me out ... He struck me on the forehead with a pistol, and here is the scar above my eye now. They struck me right on top of the head, and I thought they had killed me; and I said, "Lord, o'mercy, don't, don't kill my child!" ...
Question	What did they say this was for?
Answer	They said, "You can tell your husband that when we see him we are going to kill him" ...
Question	Did they say why they wanted to kill him?
Answer	They said, "He voted the radical [Republican] ticket, didn't he?" I said, "Yes" ... They kept threatening him. They said if they saw him anywhere about they would shoot him down at first sight ... He has not slept in the house ten nights since October.
Question	Is that the situation for the colored people in the South to any extent?
Answer	That is the way it is, [for] men and women both.
Question	What are they afraid of?
Answer	Of being killed or whipped to death.

Marking notes:

The general historical context associated with this source is the racial violence directed towards freed slaves in the South, as ex-Confederate states were brought back into the Union; the specific historical context may include reference to the peak of activity of the Ku Klux Klan, a secretive paramilitary group whose campaign of violence against black Americans reached a peak in 1870 and 1871, forcing Congress to authorise the federal government to use the US army to enforce martial law. The source is an account of the Klan's attempt to find a freedman who intended to use his newly acquired vote to support the Republicans, and the violence they inflicted on his family to find out where he had gone. Harriet Hernandez's testimony to the South Carolina court also reveals that this violence and intimidation is a widespread experience for former slaves living in the South.

Unit 4 – 1100U70-1

Depth study 7 **The crisis of the American republic c.1840–1877**

Part 2 **Civil war and reconstruction c.1861–1877**

Source C Frederick Douglass, abolitionist and former slave, in a speech to the Republican Party National Convention, which was selecting a Republican candidate for the upcoming presidential election (June 1876)

You say you have emancipated us. You have; and I thank you for it. You say you have enfranchised us. You have; and I thank you for it. But what is your emancipation? What is your enfranchisement? What does it all amount to, if the black man, after having been made free by the letter of your law, is unable to exercise that freedom, and, after having been freed from the slaveholder's lash, he is to be subject to the slaveholder's shotgun? Oh! You freed us! You emancipated us! I thank you for it. But under what circumstances did you emancipate us? Under what circumstances have we obtained our freedom? Sir, ours is the most extraordinary case of any people ever emancipated on the globe. I sometimes wonder that we still exist as a people in this country; that we have not all been swept out of existence, with nothing left to show that we ever existed. Look at it ... When the Russian serfs [peasants] had their chains broken and were given their liberty, the government of Russia – yes, the despotic government of Russia – gave to those poor emancipated serfs a few acres of land on which they could live and earn their bread. But when you turned us loose, you gave us no acres: you turned us loose to the sky, to the storm, to the whirlwind, and, worst of all, you turned us loose to the wrath of our infuriated masters. The question now is, do you mean to make good to us the promises in your constitution?

Marking notes

The general historical context associated with this source is the end of Reconstruction; the specific historical context may include reference to the collapse of Republican efforts to continue to expand and enforce Reconstruction resulting in the controversial victory of the Republican Rutherford Hayes in the 1876 presidential election, leaving him dependent on the support of the southern Democrats to be able to take office unopposed. The price for this was the withdrawal of federal troops from former Confederate states, ending the enforcement of the Reconstruction laws. The source is a critique of the Republican Reconstruction program by former slave and abolitionist Frederick Douglass. He angrily denounces the way that the Republicans had freed the slaves, yet they had given them nothing to build new lives upon and had failed to protect them from racial violence. This is particularly significant as the Republicans were choosing a candidate and policy platform for the 1876 presidential election.

Unit 4 – 1100U80-1

Depth study 8 Germany: Democracy and dictatorship c.1918–1945

Part 2 Nazi Germany c.1933–1945

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the defeat of Germany in the Second World War. [30]

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the three sources. To judge value to the enquiry there should be consideration of the content and the authorship of the sources and of the historical context in which they were produced.

Candidates will consider the value of the sources to an historian studying **the defeat of Germany in the Second World War**. 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 Count Ciano, the Italian Foreign Minister, writing in his diary (27 September 1940)

The pact [the Tripartite Pact between Germany, Italy and Japan] is signed. The Berlin street crowd cheers with regularity but without conviction. Japan is far away. Its help is doubtful. Only one thing is certain: that it will be a long war. This does not please the Germans, who had come to believe that with the end of summer the war would also end. A winter of war is hard to take. More so since food is scarce in Berlin ...

Another thing contributing to the depressed spirit of Berlin life is the constant recurrence of air raids ... The attitude in Germany today is unlike last June or even last August.

I had conversations with Hitler, [and] he proposed a meeting with the Duce [Mussolini] at the Brenner Pass and I immediately accepted. No more invasion of England. No more blitz destruction of England. From Hitler's statements there now appears to be a worry about a long war. Ribbentrop is more nervous. Perhaps he is in bad health, and perhaps he has other reasons to complain. He had relied too much on a lightning end to the conflict not to be disappointed.

Marking notes:

The general context of the source is Germany's initial success in the war. However, the specific context is the situation in the autumn 1940, which has seen the failure of the Luftwaffe in the Battle of Britain, Britain's decision to carry on the fight despite the bombing campaign and Germany's decision to sign an alliance with Italy and Japan. The source is valuable in revealing war weariness in Berlin, and German worries about the length of the war. British bombing and blockades are already having an impact. The source contrasts the success for Germany in the summer of 1940 with the disappointing outcome in the autumn and the dangers of a long war for the country. This is a diary entry, likely to be unfiltered and candid, from a well-informed observer at the centre of events.

Source B Adolf Hitler in a speech to Nazi Party members (8 November 1942). The speech commemorated the Munich Putsch in 1923.

I have always been ridiculed as a prophet. Innumerable people who laughed then do not laugh now, and those who laugh now will perhaps after a time stop laughing. Realisation of this will spread from Europe throughout the whole world. International Jewry will be recognised in all its devilish power. We National Socialists will see to that. In Europe this danger has been recognised and State after State is imitating our legislation. So in this gigantic struggle there is only one possible outcome: complete success ... What our soldiers have achieved in terms of speed is tremendous. And what has been achieved this year is enormous and historically unprecedented ... I wanted to get to the Volga at a certain point near a certain town. As it happens, its name is that of Stalin himself [Stalingrad]. But please don't think I marched there for that reason ... I did so because it is a very important place. Thirty million tons of transport can be cut off there, including nine million tons of oil. All the wheat from Ukraine converges there ... I wanted to take it and, you know, we are being modest, for we have got it! There are only a few very small places left not captured.

Marking notes:

The general context here is Germany's initial success in the 1942 campaign in Russia and the continuing hostility to Jews. The specific context is Stalingrad, often seen as the decisive turning point in the war. Hitler is boasting to his old comrades only days before the devastating Soviet offensive that would trap the Germans in Stalingrad and lead to their surrender in February 1943. The source is of value for revealing the importance of Stalingrad and Hitler's mindset at a crucial stage in the war. After this, Germany's hopes of victory were slim and, after Kursk, a few months later, non-existent. The speech was designed to give the audience of Nazi veterans what it wanted to hear about the progress of the war.

Source C Field Marshal Rommel, a senior German army commander in France, in a report to Adolf Hitler (15 July 1944). The report concerned the Allied campaign in Normandy.

The situation on the Normandy front is growing worse every day and is now approaching a grave crisis. Due to the severity of the fighting, the enemy's enormous use of materiel (above all, artillery and tanks) and the effect of its unrestricted command of the air over the battle area, our casualties are so high that the fighting power of our divisions is rapidly diminishing. Replacements from home are few in number and take weeks to get to the front.

The newly arrived infantry divisions are raw and are in no state to make a lengthy stand against major enemy attacks coming after hours of bombardment and heavy bombing. The fighting has shown that even the bravest army will be smashed piece by piece, losing men, arms and territory in the process ...

Fresh forces and great quantities of war materiel are flowing into the enemy front every day. Their supplies are undisturbed by our air force.

The [German] troops are everywhere fighting heroically, but the unequal struggle is approaching its end. It is urgently necessary for the proper conclusion to be drawn from this situation. As Commander-in-Chief of the Army Group I feel myself duty bound to speak plainly on this point.

Marking notes:

The general context of the source is the worsening military situation for Germany in 1944. Rommel was a popular and important commander, so his defeatism is significant. The specific context is the Allied invasion of France, which illustrated – as does the source – several of the factors responsible for German defeat: crushing Allied air superiority and naval capability, overwhelming economic power, which contributed to superiority of materiel, and the disaster (for Germany) of having to fight on more than one front. The source is valuable in providing an insight into the high command and the recommendation to make peace. Candidates may note the date, 15 July, which was only days before the July 20 assassination attempt on Hitler in which Rommel was implicated. This is a secret report, but it could also be interpreted as a classic attempt to put the blame for defeat on the enemy's overwhelming superiority rather than one's own mistakes.

Questions 2 and 3

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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Unit 4 – 1100U50-1

Depth study 5 Religious reformation in Europe c.1500–1564

**Part 2 The spread of Protestantism and counter-Reformation
c.1531–1564**

0 3 “The Council of Trent was the most effective response to the Protestant threat.” Discuss with reference to the period from 1531 to 1564. **[30]**

Candidates will offer a supported analysis of the Council of Trent that determines its effectiveness, compared to other aspects, as a response to the Protestant threat in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the Council of Trent was the most effective response to the Protestant threat during the specified period may include the following.

- The eventual calling of the Church council at Trent marked a significant shift in papal policy towards the Protestant threat; popes had come to understand that it could enhance their authority, not undermine it.
- The decrees of the Council would more clearly define Catholic beliefs that enabled authorities to identify and root out heresy more effectively.
- The Council also established much stricter rules, which officials of the Church, from cardinals down to priests, had to follow to ensure that they were doing the best possible job for their parishioners.

Arguments that suggest that the Council of Trent was not the most effective response to the Protestant threat during the specified period may include the following.

- For most of the time it was technically active, the Council of Trent was not actually in session, and most of its important decrees were decided in the final sessions.
- The Consilium had already identified issues with Catholic practices and beliefs in the 1530s, but Paul III had been reluctant to act on its findings.
- New religious orders re-invigorated Catholic ideals, especially the Society of Jesus, which was able to take the fight back to the Protestants.
- New instruments such as the Roman Inquisition and the Index of Prohibited Books gave the Church means of getting rid of heretics and heretical ideas more effectively.

Unit 4 – 1100U60-1

Depth study 6 France in revolution c.1774–1815

Part 2 France: republic and Napoleon c.1792–1815

0 2 To what extent was the Directory successful in reducing political divisions in France between 1795 and 1799? [30]

Candidates will offer a supported appraisal of the role of the Directory in healing political divisions in France, measuring the degree to which the Directory was successful in doing so; in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the Directory was successful in healing political divisions in France during the specified period may include the following.

- The Directory was determined to end the extremism associated with the Jacobin Republic and seek a return to more moderate politics.
- It aimed to restore the primacy of the bourgeoisie in political life; the constitution of 1795 largely reflected this aspiration.
- It brought a measure of economic stability, partly through the bankruptcy of two thirds and other measures. This benefited many in the old Third Estate.
- The military success of the Directory was seen as a positive outcome for the new regime.

Arguments that suggest that the Directory was unsuccessful in healing political divisions in France during the specified period may include the following.

- Features of the new constitution, particularly the appointment of new Directors by removing one on an annual basis by ballot, proved ultimately to accentuate instability.
- The emergence of left-wing extremism was ruthlessly suppressed by Bonaparte's artillery.
- The revival of Royalism prompted the Directory to annul the election of royalist deputies, which produced resentment.
- Measures such as forced loans and the law of hostages suggested a government that was unconcerned with healing divisions. In fact, it was a government that deepened existing divisions.

Unit 4 – 1100U60-1

Depth study 6 France in revolution c.1774–1815

Part 2 France: republic and Napoleon c.1792–1815

0 3 “Napoleon’s domestic reforms were the most significant achievement of his period as Consul and Emperor.” Discuss with reference to the period from 1799 to 1815. **[30]**

Candidates will offer a supported analysis of Napoleon’s domestic reforms that determines their significance, compared to other aspects, as an achievement during his period as Consul and Emperor. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Napoleon’s domestic reforms were the most significant achievement during the specified period may include the following.

- Napoleon’s domestic reforms sought to preserve gains made during the revolution, there was, for instance, no reversal to the changes in landownership made after 1789.
- The deep religious tensions that erupted after the Civil Constitution of the Clergy were resolved by the Concordat of 1801.
- The legal reforms of the Code Napoleon enshrined many of the ideals of the revolution.
- Napoleon’s educational reforms sought to provide officials for the state and to ensure a holistic and centralised educational system for all.
- There was a commitment to provide opportunities for all, irrespective of social backgrounds through his “career open to talents”.

Arguments that suggest Napoleon’s domestic reforms were not the most significant achievement during the specified period may include the following.

- Napoleon’s military reforms, and his talent in creating the most formidable power in Europe cannot easily be diminished.
- The creation of the Grand Empire and the use of alliances brought France unparalleled glory and riches from conquered and allied countries.
- The creation of new countries in Europe – and the destruction of old order – were formidable achievements. The Holy Roman Empire was abolished, and some candidates may note a hint of what was to come in terms of future Italian and German unity, Cisalpine Republic and the Confederation of the Rhine.

Unit 4 – 1100U70-1

Depth study 7 The crisis of the American republic c.1840–1877

Part 2 Civil war and reconstruction c.1861–1877

0 3 **“The Emancipation Proclamation was the most significant policy of Abraham Lincoln’s presidency (1861–1865).” Discuss. [30]**

Candidates will offer a supported analysis of the Emancipation Proclamation that determines its significance compared to other achievements of Lincoln’s presidency. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the Emancipation Proclamation was the most significant achievement of Abraham Lincoln’s presidency during the specified period may include the following.

- The Proclamation shifted the emphasis of the Civil War from focusing on the rights of states to follow their own policies, to being about freedom and the abolition of slavery.
- It undermined the confidence of the Confederacy by creating potential traitors among their slave populations in the South.
- This had a long-lasting effect as it resulted in the end of slavery in the US and was written into the Constitution as the thirteenth amendment.

Arguments that suggest the Emancipation Proclamation was not the most significant achievement of Abraham Lincoln’s presidency during the specified period may include the following.

- Creating a government that was able to successfully mobilise, equip and lead military forces that were able to successfully defeat the South in the Civil War.
- Building and managing a cabinet of rivals, including a Southern Democrat as Vice President, to ensure that he would be properly held to account and that decisions that were made were the right ones.
- Selecting and trusting military leaders, including Grant, Sherman and Sheridan, whose tactics would bring victory to the North in the war, as well being determined enough to remove popular leaders like McLellan who were ineffective.
- Adopting a policy of leniency towards the Confederacy that would ultimately make restoring the Union much easier.

Unit 4 – 1100U80-1

Depth study 8 Germany: Democracy and dictatorship c.1918–1945

Part 2 Nazi Germany c.1933–1945

0	2	How successful were Nazi social policies in achieving their aims during the period from 1933 to 1945?	[30]
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Candidates will offer a supported appraisal of Nazi social policies, measuring the strengths and limitations of the approaches in terms of them achieving their aims in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Nazi social policies did achieve their aims during the specified period may include the following.

- The popularity and effectiveness of *Volksgemeinschaft*: racial purity was a significant aspect of *Volksgemeinschaft*, and so consideration of racial policy is relevant to the question.
- The implementation of reactionary ideas about women and childbearing can be seen as partially successful, as measures to reduce female employment and university attendance were combined with marriage loans and welfare services.
- Indoctrination of the youth and control of school curricula were significant aspects of the Nazi programme; millions joined the Hitler Youth.

Arguments that suggest that Nazi social policies did not achieve their aims during the specified period may include the following.

- Contradictory policies caused confusion and were often ineffective; for example, encouragement of divorce and extramarital sex to create more genetically pure Germans conflicted with more conservative aims in domestic policy.
- Reversal of employment policies in the war changed attitudes towards female employment.
- Some young people challenged Nazi youth movements. Disillusionment with Hitler Youth has been well documented.
- Statistics about marriage and birth rates are not conclusive about whether policies or other factors were responsible for changes. The divorce rate rose.
- German society was, in part, resistant to change. For example, church loyalties were strong and urban working-class solidarity was evident in some regions.

Unit 4 – 1100U80-1

Depth study 8 Germany: Democracy and dictatorship c.1918–1945

Part 2 Nazi Germany c.1933–1945

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“The lack of domestic opposition to the Nazis between 1933 and 1945 was mainly due to the regime’s successful economic policies.” Discuss. [30]

Candidates will offer a supported analysis of the Nazi regime’s economic policies, determining their importance to limiting domestic opposition to Nazism; in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Nazi economic policies were the main reason for limited domestic opposition to Nazism during the specified period may include the following.

- By 1938 unemployment had been effectively reduced in Nazi Germany. The German economy was recovering by the late 1930s and Hitler and the Nazis received credit for that.
- Wages and working conditions improved, and benefits in kind from Nazi social organisations were provided for workers.
- Plebiscites gave the appearance of Hitler’s popularity.
- It may be noted that after 1939 there was increased repression of the general population rather than of targeted groups. For example, the growing importance of “Sippenhaft”, which was formalised in 1944, after the “bomb plot”, but used informally before that.

Arguments that suggest that Nazi economic policies were not the main reason for limited domestic opposition to Nazism during the specified period may include the following.

- The apparatus of the police state and dictatorship silenced opposition.
- Nazi propaganda was strong and effective; the Hitler myth was, by the late 1930s, powerful and prevailed during the war.
- The restoration of German pride and apparent success in foreign policy between 1933 and 1939 and the early war years were often cited as reasons for the regime’s popularity.
- Resistance from the Churches, the conservatives, the army and youth did not develop significantly until after 1939.