

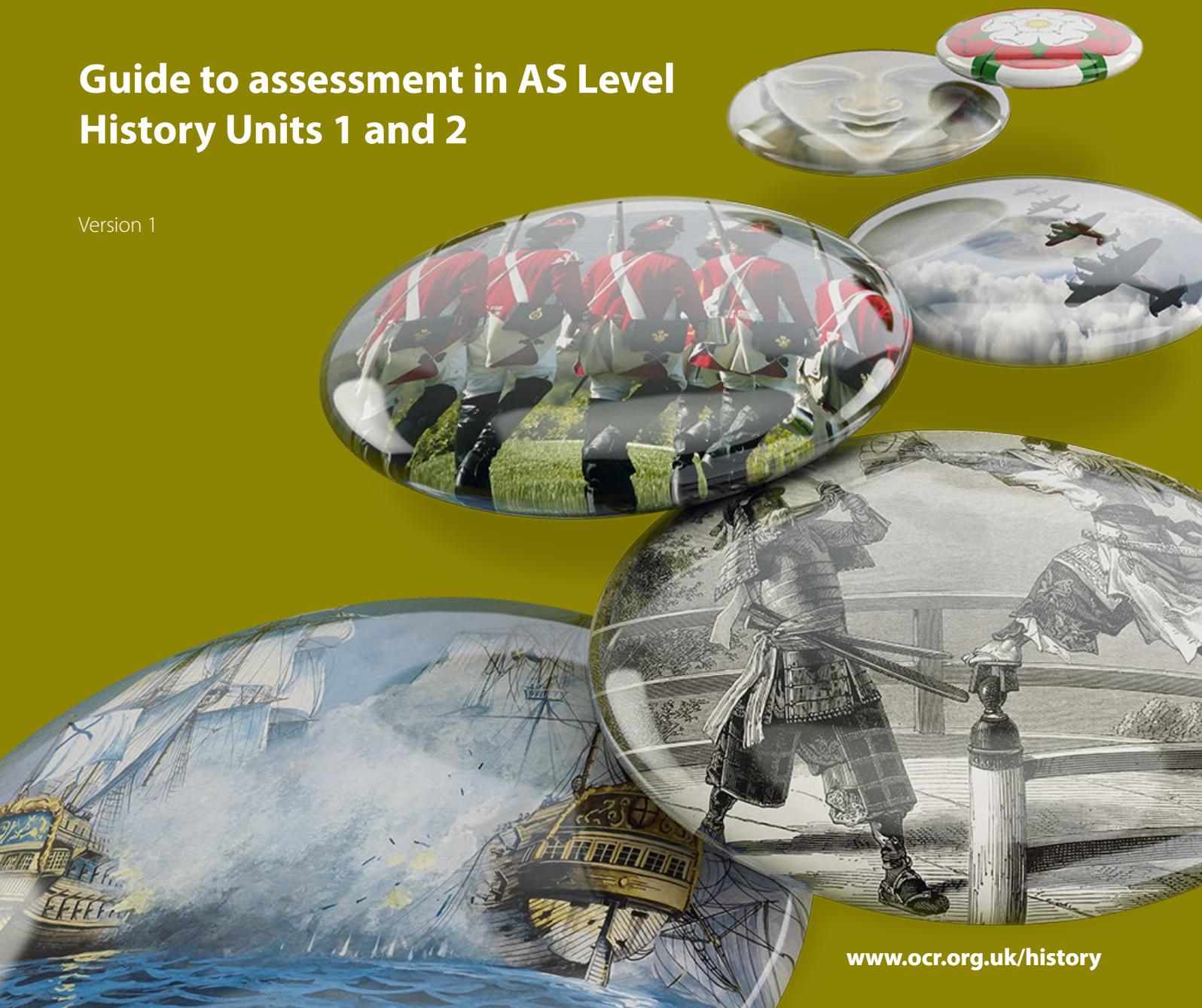
AS LEVEL
Guide to assessment

HISTORY

H505
For first teaching in 2015

Guide to assessment in AS Level History Units 1 and 2

Version 1



Contents

Overview of the AS Examination for H105	3
Unit 1 Assessment Overview	4
Using sources in Unit 1	5
Features of strong answers	6
Answering Essay Questions	12
Features of Strong Answers	13
Likely problems with Unit 1 Responses	19
Unit 2 Assessment Overview	20
Answering Essay Questions	21
Features of Strong Answers	22
Interpretations at AS Level	28
Features of Strong Answers	29
Likely problems with Unit 2 Responses	32
Using the Mark schemes to improve performance	33

Please note, the material found in this document has been produced by combining information from INSET courses, candidate style answers and other materials presently available. The intention of this document was to place all these in one location for ease of accessibility. Material from all INSETs can be freely downloaded at www.cpdhub.ocr.org.uk.

Overview of the AS Examination for H105

Learners will be examined on **One** Unit Group One topic, chosen from 13 Units and **One** Unit Group Two Topic, chosen from 24 units.

Unit Group One is the British element of the course and consists of a source based study, which either precedes or follows chronologically a period study, creating a substantial and coherent element of British History. These are identified in the Specification by the codes Y131 to Y143.

Unit Group Two is the non-British element of the course and consists of a period study and an evaluation of a historian's interpretation of an aspect of the course, the area from which this is chosen is identified in the Specification. These are identified in the Specification by the codes Y231 to Y254.

Each Unit is examined by one examination, which lasts for 1 hour 30 minutes and each unit is worth 50 marks and 50% of the qualification.

Unit 1

Assessment Overview

This Unit tests Assessment Objective 1 (AO1) and Assessment Objective 2 (AO2).

AO1 is the analysis and evaluation of issues in order to reach supported judgements about them. This is examined through Section B, the period study element of the paper. In this section two essays will be set, each drawn from a different Key Topic, although some questions may be drawn from more than one Key Topic, and learners will be required to answer **ONE** essay.

AO2 is the evaluation of primary source material and is examined through the enquiry element, which is Section A. Learners will answer two questions on a topic chosen from one of the three Key Topics for Enquiries. There will be no choice of questions in this Section.

The enquiry element will carry 30 marks.

The period study element will carry 20 marks.

Section A

Regardless of whether the enquiry topic chronologically precedes or follows the period study it will always be Section A on the Examination Paper. In Section A, the enquiry element **three** primary sources will be set and there will be **two** questions.

The following question stems will be used:

Question 1

Use your knowledge of X to assess how useful Source Y is as evidence for Z.

An example of this might be:

Use your knowledge of Asquith's wartime Liberal government to assess how useful Source C is as evidence for the relationship between Asquith and Lloyd George in 1916.

Question 1 will carry 10 marks.

Question 2

Using these three sources in their historical context, assess how far they support the view

An example of this might be:

Using these three sources in their historical context, assess how far they support the view that Asquith should bear the responsibility for splitting the Liberal party in 1916.

Question 2 will carry 20 marks.

Although learners will be required to apply own knowledge to the sources in order to evaluate them, all marks will be awarded against AO2.

Section B

This is the period study element of the Unit and will be assessed through an essay. Two essays will be set and learners will be required to answer one. The essay will be worth 20 marks and will test AO1.

Using sources in Unit 1

The sources used in Unit 1 will all be written sources; there will **NOT** be any cartoons or visual material. The sources will all be primary or contemporary to the period being studied.

The questions require learners to analyse and evaluate the sources, linking the analysis and evaluation to the actual question set and not in isolation. Therefore, in the example above in Question 1:

Answers would analyse and evaluate the source as **evidence for the relationship between Asquith and Lloyd George in 1916.**

In Question 2:

Answers would analyse and evaluate the three sources as **evidence as to how far Asquith should bear the responsibility for splitting the Liberal party in 1916.**

In other words, to reach the higher levels, the analysis and evaluation must link to the actual question set.

What does this mean?

Answers should consider the provenance of the source; this might involve some or all of the following:

- Who wrote the source?
- When was the source written?
- Was the writer in a position to know?
- What is the tone or language of the source?
- What is the purpose of the source?
- What is the nature of the source?

Answers should also consider the content of the source:

- What is the view of the source about the issue in the question?
- How typical is the view of the source?
- What own knowledge do I have that supports the view in the source?
- What own knowledge do I have that challenges the view in the source?

In light of responses to these questions learners should be able to make a judgement about the source as to its utility.

It is also important that candidates have a clear grasp of what the actual source is saying – what is its view about the issue in the question and therefore it is worthwhile giving candidates plenty of practice at reading sources so that they are accustomed to understanding sources about the period they are studying. Using at least one source per lesson when doing this element of the course and not seeing them as a bolt-on is recommended.

In question 2 there is no need for candidates to group the sources, they can work through them sequentially and still reach the top level. It may help them in constructing their argument if they are grouped but it is not a requirement.

Features of strong enquiry answers

Do remember that this is a source based section and therefore responses should be driven by the sources and that the question asks how far they support the view.

Candidates do need to consider both the provenance of the source and the historical context if they want to score well on Question 1.

Firstly, it is important that learners use the right source, it will not always be Source A, therefore encourage learners to double check before they start writing! To stay focused on the question set, it is important that they read the question carefully and remain focused on the key phrase 'as evidence for' and do not evaluate the source in general terms. Unless learners directly address the issue in the question they will not score highly. Although learners can write separate paragraphs on the provenance of the source and the historical context, the strongest answers will integrate them, often using the context to explain the provenance.

In order to score well on Question 2, as with Question 1, responses must consider provenance and use own knowledge. It is using, not simply deploying own knowledge that is crucial. That means linking the knowledge to the source to show how the view offered in the source is either valid or invalid.

This is the crucial part of using own knowledge – what is the purpose of bringing in own knowledge – it is to judge whether the view offered by the source is valid or invalid. Does what I know about the point made in source support or challenge the source? It is therefore vital that the own knowledge is clearly linked to the source so that this is clear. Own knowledge, even if it is about the topic or issue and is not linked to a source will not score well.

In answering Question 2, if candidates demonstrate some evaluation they are likely to reach Level 3, but if the evaluation is based on what might be termed 'stock' comments, such as it is a primary source and is therefore likely to be reliable or the person who wrote it was there and would therefore know and goes no further it will reach only Level 2. However, once the candidate applies some OK and considers the provenance in relation to the issue in the question they will reach Level 4. To go higher will depend on the quality of the evaluation.

However, in order to reach any Level, there is no need for candidates to group the sources, they can work through them sequentially and still reach the top level. It may help them in constructing their argument if they are grouped but it is not a requirement.

Sample responses

Use your knowledge of the stability of the monarchy from 1547 to 1558 to assess how useful Source A is as evidence of the problems caused by a female monarch marrying a foreigner. [10]

Answer

Source A is useful as evidence of the problems caused by a female monarch marrying a foreigner as it explains the concerns that it would cause. It expresses the fear that such a marriage would cause as a foreigner would completely dominate and introduce their own 'country's laws and customs within this realm' and would 'subvert the commonwealth'. The domination of a foreign ruler was a concern as it was expected and typical of the sixteenth century that the wife, regardless of being queen, would place herself under her husband's control. The view of the source is entirely negative and believes that the only way to prevent this is to prevent either Mary or Elizabeth being queen. However, the 'Devise' was an attempt by Edward to prevent them becoming queen as he feared that England would be returned to Catholicism, particularly if Mary became queen and the religious reforms of Edward's reign had shown that he was a staunch reformer who wanted England to remain Protestant. He may be using fears of foreign domination to justify changing the succession knowing that such a reason was more likely to win support than on religious grounds. The attitude expressed may also be influenced by Northumberland who was Lord President and fearful of losing his influence should either Mary or Elizabeth inherit and therefore needed to justify altering the succession to retain his power. Moreover, the tone of the 'Devise' suggests that Edward and Northumberland were playing on, and exaggerating, the fears that some may have had by suggesting that the succession of Mary or Elizabeth would 'utterly subvert' the realm. The source is therefore useful as evidence of how Edward attempted to justify changing the succession by exploiting people's fears of foreign domination.

Examiner commentary

The response explains why the source is useful and uses own knowledge to support the explanation. The consideration of the provenance is quite detailed, considering issues such as the tone of the source. The response also reaches a judgement as to how useful the source is in relation to the issue in the question.

Sample responses

Use your knowledge of rearmament in the 1930s to assess how useful Source B is as evidence for the weakness of Britain's armed forces in the 1930s. [10]

Answer

Source B is a memorandum from the Chiefs of Staff and is therefore useful as evidence for the state of British armed forces in the 1930s as the military leaders were in a position to know the state and condition of British armed forces in the 1930s. It was their responsibility to provide the government with advice, and although this might cause their assessment to be cautious, they would have had all the information and statistics available on which to base their concerns. They might also be cautious and stress the difficulties faced because of size of the Empire and trade in order to secure further funding for the forces. It was also written at the time and therefore is useful in providing a contemporary evaluation of the condition of the armed forces without the benefit of hindsight and the knowledge that German forces, particularly air, were not as strong as was thought at the time. It is useful in expressing the common fear, expressed by the government and many others that the country was not strong enough to resist Germany. Italy and Japan simultaneously and supports the policy that the government attempted to follow throughout most of the 1930s of trying to 'reduce the numbers of our potential enemies'. It is therefore useful in showing the view of the leaders of the armed forces that there was no time in the near future that Britain would be strong enough to resist and therefore the best policy would be to make concessions as had tried with Germany over the Naval Agreement and Italy over Abyssinia.

Examiner commentary

The response considers both the provenance of the source and applies own knowledge. Both provenance and own knowledge are linked to the utility of the source, the own knowledge is detailed and precise, with reference to the Naval Agreement and attempted deal over Abyssinia.

Sample responses

Using these three sources in their historical context, assess how far they support the view that female rule was a serious problem in the 1550s. [20]

Answer

Sources B and C argue that a female ruler need not be a problem, with B suggesting that the ruler might use it to her advantage and C suggesting that parliament could prevent it from being a problem. On the other hand, Source A suggests that it was not a female ruler that was the problem, but an unmarried female ruler that could cause a problem.

Source A does not support the view that female rule per se was a serious problem, it is more concerned about the issue of illegitimacy and having an unmarried woman as ruler as it proposes Lady Jane Grey as a possible heir. However, it does support the view that an unmarried female ruler could be a problem as 'Were the said Mary or Elizabeth to have the crown of England and marry a foreigner, he would practice his own country's laws and customs within this realm'. Despite these comments, it can be argued that Edward, as a devout Protestant had a vested interest in excluding Mary, a known Catholic, and was more concerned that the country remained Protestant and therefore wanted to find reasons to exclude Mary from the succession of Mary. Although Edward, in the Devises suggested that a female ruler, such as Jane Grey, need not be a problem, this was not the case as her accession brought England close to civil war.

Source B upholds the view that female rulers were not a serious problem as Mary comments that at her coronation 'you (the country) promised to obey me'. Moreover, Mary is able to use her gender to appeal to the nation to support her in an emotional appeal and therefore far from being a disadvantage it could be an advantage. However, it might be argued that a female ruler was a serious problem as Mary faced unrest in the form of Wyatt's rebellion, but that was not because she was a female ruler but because of her religion, although some might suggest it was because she was a female who was marrying outside the realm. Even if this was the case, she was able to defeat the rebellion, which further supports the view that a female ruler was not a serious problem. Source C further supports the view that female rulers were not a serious problem as parliament were able to impose conditions on Mary's husband, Philip, and therefore limit his powers, and therefore deal with the problems raised in Source A. However, events of Mary's reign suggest that this was not completely true as Spanish influence became a problem and the marriage resulted in England being dragged into a war on behalf of her husband. The events suggest that despite parliament imposing conditions these were not completely effective and raise doubts about they were to be enforced, suggesting an unmarried female ruler was a problem.

The most compelling arguments that female rulers were not a serious problem are made in Sources A and B. Source A, although raising doubts is more concerned about unmarried female rulers and religious issues, while Source B shows how female rulers could exploit their gender to appeal for support. However, Source C is less convincing as not only does the need for legislation to control a consort raise doubts about a female ruler, but later events only add to those concerns.

Examiner commentary

The opening does show some grouping to establish an overview. What is particularly strong about the response is how the own knowledge is actually used and linked to the sources to evaluate them. The depth of knowledge is not excellent, but it is a good example of how knowledge should be used.

A judgement is also reached about the issue. However, it would need reach the top of the level as provenance of B and C is not considered in any detail.

Sample responses

Using these three sources in their historical context, assess how far they support the view that the Factory Acts did more harm than good.

[20]

Answer

The view that factory legislation has done more harm than good is most strongly argued against in A. B notes some beneficial effects and C is against the whole effects that factories have on young women so may either be arguing that more regulation is needed or that mere regulation would not stop the bad effects of legislation.

The Northern factory owner in B who has more direct experience questions the assumption that all labour is severe and is concerned about what children excluded by law from factory work will do, suggesting that they might be driven to even worse employment in the mines. Mines were not regulated until 1844. By implication he is may be suggesting that children under 13 working only 8 hours may be an improvement, but they are still employed. Individual employers like this source may have tried to ensure that conditions were not too severe, but if cross-referenced with A, there is still a problem of neglect. The source may not reflect typical conditions, but it may well be true that partial regulation of some aspects of child labour without more general regulation may simply have driven children to seek labour elsewhere in even worse conditions, such as mines or even in some homes where children worked long hours for little.

Source A is from a source with a vested interest in factory reform and comes from an official report on factories. He sees a change for the better since 1833 with more acceptance of the benefits of regulation by employers. Cruelty and oppression by implication have become less of a problem and there are prosecutions which seem to show the act is working. By reference to the problems of 1833 in the last sentence, the source is implying that these problems are becoming less. The report would naturally wish to stress the success, since the whole idea of inspection and regulation was relatively new and had been challenged by many as oppressive and likely to cause rather than relieve hardship. The number of inspectors was small and there were not many successful prosecutions. The acceptance by owners of the principles of regulation may be exaggerated given the continuing opposition to later acts and the attitudes shown in B. The limited terms of the act for example giving two hours of education after what was still a long day's work for nine to thirteen year olds may not have achieved the results suggested, but the source does show some good results.

Source C is more an expression of middle class concern about the impact of factory work on young women than an analysis of the harm or benefits from actual legislation. There had been a debate about the Ten Hour Bill in 1846 and women's hours had been regulated in 1844, so this may have led to factory work being more attractive to women than domestic service which was less well paid. The idea of women not learning household management and skills seems to be importing some of the middle class values and concerns of the early Victorian era to working class areas where young female labour was essential for families. It reflects the type of concern about the moral and social damage done by factories common among Tory radicals of the time rather than considering the effects of factory work on health and the exploitation of female labour, say, in textiles to maintain low costs in the hard years of the 'hungry 40s'. As it was hard for younger women in many families not to work, then it was not a strong argument to say that more factory legislation would only encourage them to develop poor housekeeping habits.

Overall the most compelling arguments come from the sources with direct experience of the impact of factories. They may not be typical as not all employers were as concerned about welfare as Mr. Greg and Mr. Horner and may be exaggerating the effects the legislation about and the inspection of factories. However, in the long term as legislation grew in the century and did offer valuable protection, the view of A seems more compelling even if in the short term there may have been disadvantages from a middle class perspective.

Examiner commentary

All three sources are considered and the provenance of is taken into account. The answer focuses on the issue in the question and does not merely describe or explain what the sources are saying generally. There is knowledge, which is used, and some of it is detailed. There is a sense of argument and a decision is made at the end about the issue. There is an awareness of the historical context.

Answering Essay Questions

The following command words may be used:

- To what extent
- How far do you agree
- Assess
- How successful
- How effective
- Compare

Essays will be set on broad topics and will be drawn from one or more of the Key Topics.

Questions set may focus on one of the Key Topics or an element within it or may draw on more than one Key Topic.

Centres and learners are reminded that there are not separate levels or marks awarded for the quality of knowledge and the quality of argument, but that AO1 covers both elements.

All the questions set will require learners to make a judgement about the relative importance of issues. This may require them to weigh up the relative importance of factors in causing an event or to judge, for example, the extent of success or failure of an event, monarch or minister. Learners who simply list reasons without making supported judgements about the relative importance will not score as well, no matter how good their explanation is. It is also important that the judgements made are supported by historical evidence otherwise the answers will be no more than assertions and therefore will not score highly. Learners can also make links between the factors or issues they discuss and this will also help them access the higher levels of the mark bands.

It is important that learners focus on the issue in the question and do not write generally about the topic. This means paying particular attention to any dates in the question, or key words such as 'completely' or 'total' and stronger answers will link material back to these key words. In planning an answer learners should think about the opening sentences for paragraphs. These sentences should introduce an idea linked to the question and not be descriptive. The plan should therefore not be series of dates or events that the learner thinks need to be in the answer as this type of approach will encourage a descriptive response.

The opening paragraph should introduce the ideas that are going to be discussed in the main body of the essay and should also give a clear indication as to the direction of the argument, which should then be followed through in the main body of the essay. This means that planning is crucial as the learner will need to be clear about the line of argument they intend to pursue before they start writing their answer and should not change their mind during the essay. The opening sentence of each paragraph will introduce an idea and then, in the main body of the paragraph, both sides of the idea or argument should be considered, bringing in evidence to support or challenge the idea before reaching a judgement about that idea. The judgement will link the material back to the actual question. If this is repeated throughout the essay the learner will produce a very strong response. The final paragraph, or conclusion, should bring together all the ideas that have been discussed in order to reach an overall judgement about the issue in the question.

There are two key terms about which Centres need to have a clear understanding. The first is the use of the term **evaluation**. For period study essays this is understood to be using own knowledge to explain, but more importantly weigh up the importance of a range of factors or issues. Learners may discuss a range of reasons as to why an event occurred, but evaluation requires them to consider their relative importance in causing the event. The second key term is **judgement**. This requires candidates to reach a conclusion as to the relative importance of a range of factors or the success of a particular monarch or ministry. Centres should also be aware that there is a significant difference between judgement and assertion. In order to reach the higher levels the judgement must be supported by precise and relevant knowledge. Where a learner claims that X is the most important factor, but provides no precise evidence to support the claim, that is seen as assertion. At AS Level judgement is required for the higher levels and there are a number of ways in which the quality of the judgement can be discriminated. The first is whether the judgement is fully developed and supported, or is little more than a sentence with basic support. At the higher levels it is likely that the judgements will be more nuanced, with learners showing links between factors or, in discussing success of a monarch or ministry showing that Y was successful in some areas, but not others before making an overall judgement.

Features of strong period study answers

Although there is no set structure required to an answer, it is helpful if learners set out their view in the opening paragraph and develop it through the essay – without changing their mind! This means planning before they start writing. The strongest answers will have a series of interim judgements – a judgement about each issue or factor as it is discussed, while some may just show judgement in the conclusion.

The mark scheme reflects the difference between sustained judgement throughout a response and a well-argued answer that has judgement solely in the conclusion.

There are a number of skills that learners need to develop if they are to reach the higher levels in the marking bands;

- Understand the wording of the question
- Plan an answer to the question set
- Write a focused opening paragraph
- Avoid irrelevance and description
- Write analytically
- Write a conclusion which reaches a supported judgement based on the argument in the main body of the essay.
- It is important that learners focus on the issue in the question and do not write generally about the topic.

This means paying particular attention to any dates in the question, or key words such as 'completely' or 'total' and stronger answers will link material back to these key words. In planning an answer learners should think about the opening sentences for paragraphs. These sentences should introduce an idea linked to the question and not be descriptive. The plan should therefore not be series of dates or events that the learner thinks need to be in the answer as this type of approach will encourage a descriptive response. The opening paragraph should introduce the ideas that are going to be discussed in the main body of the essay and should also give a clear indication as to the direction of the argument, which should then be followed through in the main body of the essay. This means that planning is crucial as the learner will need to be clear about the line of argument they intend to pursue before they start writing their answer and should not change their mind during the essay. The opening sentence of each paragraph will introduce an idea and then, in the main body of the paragraph, both sides of the idea or argument should be considered, bringing in evidence to support or challenge the idea before reaching a judgement about that idea. The judgement will link the material back to the actual question. If this is repeated throughout the essay the learner will produce a very strong response. The final paragraph, or conclusion, should bring together all the ideas that have been discussed in order to reach an overall judgement about the issue in the question.

In summary

Strong answers will:

- Show a consistent focus on the question, learners will link their material to the important words or phrases in the question.
- These answers will focus on the issue in the question and not write about the topic in more general terms.
- Answers will focus on the key terms in the question, this may be on issues such as 'consistently', 'always' or 'mostly'.
- Strong answers are likely to establish a set of criteria, such as the aims, against which to judge issues such as success or failure.
- Strong answers will often have a focused opening paragraph which outlines the view of the learner about the issue in the question and the factors or issues that will be covered in the response.
- Strong answers will consider a range of issues and will certainly discuss those that are central to a particular issue or topic.
- The answer will have a clear and consistent argument; the learner will clearly explain their view about the issue in the question and support their argument by reference to precise, accurate and relevant material.
- Answers will consider a range of issues or factors and reach a balanced and supported judgement about the issues or factors they have discussed in relation to the question.
- Answers will be balanced, considering alternative views before reaching a conclusion, in this way learners will ensure that their answers are balanced.
- Judgements will be about the issue in the question, linking the material back to the actual question and they will avoid introducing new ideas.
- Where learners are discussing a range of factors they will have weighed up the relative importance of those factors and reached a supported judgement about their relative importance. In assessing the relative importance of a factor or issue answers will explain why a factor or issue is more or less important, it will not simply be asserted.
- A supported judgement will be deemed to have been reached only if the judgement has been supported by relevant and accurate material, not simply asserted.
- The final paragraph will bring together any judgements which have been made in the individual paragraphs (interim judgements) so as to reach an overall judgement about the issue in the question.
- Strong answers will not be descriptive and they will avoid irrelevance.

Sample responses

How effectively did Elizabeth I deal with the problems she faced in 1558?

Answer

The problems that Elizabeth faced when she came to the throne in 1558 were challenging, with many of the political nation serious doubting her ability to survive. Given this situation it must be argued that she was effective as not only did she survive the early challenges, but continued to rule until her death in 1603. It was a combination of religious and foreign problems that were the greatest threat, but she was particularly astute in managing these and although she was unable to deal effectively with the financial situation at the start of the reign, this was also well-managed until war with Spain in the 1580s.

The religious situation was a major problem for Elizabeth. She was effective in dealing with this as, although the country was largely Catholic and she was Protestant, and in the eyes of many Catholics illegitimate as the child of Henry's marriage to Anne, she was still able to avoid unrest and introduce a Protestant settlement. Her moderate settlement avoided conflict both at home and overseas and she was able to get the Acts of Uniformity and Supremacy through parliament, despite a Catholic House of Lords by arresting two bishops and agreeing to change her title of 'Supreme Head' to 'Supreme Governor'. This change placated some moderate Catholic opinion and the terms of the Acts were also effective in winning support as when communion was received the words said included the forms in both the 1549 and 1552 Prayer Books. Moreover, the 'Black Rubric' of the 1552 Prayer Book which denied the bodily presence of Christ at communion was also omitted, which encouraged some Catholics to accept the changes. Although the settlement was still Protestant, it adopted a middle way or 'via media' and therefore was effective in winning support from moderates on both sides of the religious divide. Although it could be argued that it was not effective in winning over the more extreme Catholics or Puritans, its effectiveness can be seen in that it lasted for Elizabeth's whole reign and England avoided the religious wars that broke out in France in the 1560s.

The religious problem was closely linked to the foreign situation as not only was Elizabeth seen as illegitimate by Catholics at home, but also overseas and was therefore in danger of attack from Catholic powers such as Spain or France, but was effective in preventing this. In terms of dealing with Spain, Elizabeth was particularly effective as not only did she prevent an attack, but when Philip of Spain offered her his hand in marriage she was careful not to turn down the offer outright and with the ornaments in the royal chapel was able to claim to the Spanish ambassador that the religious settlement was largely Catholic. Moves such as these resulted in Philip persuading the Pope not to excommunicate the Queen, which was a triumph for Elizabeth. Similarly, in dealing with France she was able to end the war that her predecessor, Mary had involved England in and also prevent France from joining with the Scots, through the Auld Alliance, to attempt to put Mary Stuart on the English throne. Although the French encouraged Mary, who was married to the French Dauphin to state her claim through using the English arms on her coat of arms, the overthrow of her by Protestant Lords in Scotland in 1560 removed the immediate danger. Therefore, although initially not due to Elizabeth's policies, but rather good fortune, the threat from the French through Scotland was successfully limited, but her subsequent policy of aiding the Protestant Lords was effective as French influence in Scotland was removed and the northern border made more secure.

One of the major criticisms of Mary's rule had been the size and unwieldy nature of her council. Elizabeth was certainly much more effective in this area. She herself stated 'I consider a multitude doth make rather discord and confusion than good counsel'. She did keep on some Marian councillors because of their experience and expertise, but she also brought in her own supporters, most notably William Cecil. In using some of the members of the nobility she recognized their role as natural advisors and this was important in gaining their support. This was effective in providing a balance of opinion, but also in gaining the loyalty of important members of society.

There were two areas where Elizabeth was less effective in the early years of her reign. The first area was finance. She had inherited a debt of £227,000 from her sister, Mary, but was unwilling to ask parliament for more taxes for fear of provoking unrest given that many still doubted her claim to the throne. Although she was partially effective in lowering the debt by ending the war with France, it was not until much later in the reign that she was solvent, which meant that it was a greater problem raising loans at a reasonable rate. The second issue was that of Mary Stuart, who many Catholics saw as the rightful heir and ruler. Although she had been removed from the throne of Scotland, Elizabeth was unable to effectively remove the threat in the early years, although it was not until 1569, after Mary's arrival in England, that she provoked actual unrest and a direct challenge to Elizabeth. However, Mary's presence was always there and could undermine Elizabeth and even when Mary was eventually executed in 1587 it did not end the problem, as it was a factor in the launch of the Armada of 1588. Despite this difficulty, Elizabeth was able to diffuse the problem until she was secure and therefore it is possible to argue that she was effective in preventing a direct challenge in the early years when she was more vulnerable.

Elizabeth was effective in dealing with the problems she faced. Her survival in the face of great odds is testament to that, and the problems that she was not able to deal with directly, she was able to manage effectively so that they were resolved or at least contained until later in her reign when she was more secure. In some ways it was her good fortune, but her policies were effective and by adopting a moderate approach she placated and bought herself time, which with the help of her advisors allowed her to secure her position.

Examiner commentary

This is a well-argued response. The answer focuses on the key word 'effective' and does not lapse into a discussion of whether she was successful. There is precise evidence, particularly of the religious settlement to support the claims made. Each paragraph considers both sides of the argument before reaching a judgement on the issue discussed. The interim judgements are then developed in the conclusion.

Sample responses

How successful were the Younger Pitt's domestic policies?

Answer

When Pitt came into office in he faced a number of problems. There had been calls for financial reform and the American war had left England with a big national debt. His supporters in the county seats wanted measures to tackle corruption and waste. He needed to keep the support of the King as well as to be seen to be offering efficient sound government and after 1789 he had to deal with the problems that arose from the spread of revolutionary ideas and from 1793 the war with revolutionary France. His peacetime policies had limitations but they did achieve many of their aims and increased his reputation and allowed him to remain in office. It could be argued that he became less successful as fear of revolution and problems of war blocked reform and led him to over-react to the radical threat at home and rely on repression too much. Also the war undid many of the financial reforms which he achieved in peace time.

Pitt's financial policies have been described as 'the cornerstone of his success'. The American war had led to a debt of £242 million. This could be reduced by either cutting expenditure or raising new taxes. Pitt achieved success in both. He improved the efficiency of tax collecting. Much depended on reducing the evasion of taxes on trade so taxes on imports such as tea were reduced to make smuggling less profitable and measures were taken to reduce the widespread smuggling problem such as the Hovering Act allowing suspected smuggling vessels to be searched up to 12 miles from the coast. Thus revenue was increased while prices for some imports fell, increasing purchasing power and encouraging trade. Net income from duties was almost 50% higher in 1792 than 1783 and represented a considerable success. This area achieved more than other attempts to raise money.

Pitt also diversified the tax system spreading the burden on the rich as well as the poor who were more hit by import duty. There were taxes on luxuries such as racehorses, wigs and even the servants employed by rich bachelors. A window tax affected those with larger houses. The system of collection also improved meaning that in some cases tax collection doubled. This was successful in that it brought some new ideas to taxation and avoided the burden falling on the lower classes and thus raising labour costs and causing discontent. However, there were limits. When Pitt tried to tax shops – something which was genuinely original and would have brought in more than the other taxes, it was opposed in London and caused so many disturbances that it was abandoned.

Pitt also revived the idea of the Sinking Fund – a special fund set aside to pay off the national debt which had been reduced by £10 by 1793. The idea was not new and an oddity was that it was continued when Britain went to war. This meant that loans had to be taken out to pay off the existing loans, often at a higher rate than the interest on the existing debt. The Sinking Fund represented a concern with financial stability that could not survive the expenses of wartime and it was abandoned in 1820.

Linked to the need for more revenue was the need to reduce corruption and waste and to mitigate the effects of excessive patronage and the awarding of gifts, sinecures and pensions for political purposes. Pitt did make some progress to a cause dear to the hearts of the independent MPs who had been supporters of Wyvil's County Association and opposed 'the old corruption', but despite greater government control of key offices like the Excise Board, Pitt had more limited success here and patronage, though reduced, remained a feature of public life swell into the next century. Pitt did not act on the advice of the Public Accounts committee to reduce large numbers of sinecures and preferred to wait until the office holders died and then not to replace them.

In economic policy, Pitt was anxious to base increased revenue on increased trade and to take advantage of Britain's economic progress in the period in terms of an increase in manufacturing and also in her strong foreign trade. He was aware of the latest economic theories, especially those of Adam Smith, and put them into practice with the Eden Treaty with France. This gave greater opportunities to British manufacturers who produced a wider range of export goods than it did to France which was more reliant on items such as exported wine.

Pitt believed in rational and efficient reforms and was ready to tackle vested interests, but only up to a point. His measure to reform parliament ran into the objection that the seats controlled by borough patrons were property and that parliament should not interfere with lawfully-held private property. Pitt dropped the Bill and did not attempt any large scale reform of British institutions again. The same objection prevented a large scale reform of patronage, so his attempts at greater fairness and efficiencies were flawed. Pitt believed in the Church and the Crown and came to see the new principles of popular government arising from the French revolution as dangerous extremism to be crushed. As expressions of support for French ideas emerged, even on a limited scale in Britain, Pitt responded with harsh legislation, suspending habeas corpus 1794-5 and 1798-1801 and passing acts in 1795 against 'seditious meetings' and allowing the government to arrest radicals for treason. He also devoted resources to pro-government and anti-Revolutionary propaganda. The state legislated against 'combinations' in 1799, lumping early trade unions in with revolutionaries and radicals dangerous to the established order. As unions were not much of a threat this simply seemed like class legislation. The only real manifestation of unrest that was threatening was the naval mutinies of 1797 and the discontented sailors did not establish links with the various disconnected radical groups and individuals, so the government probably over reacted to the threat and introduced repressive and unnecessary measures which have blighted Pitt's reputation for good judgement.

On the other hand, Britain did not suffer revolution and its governing classes continued to dominate, so in that sense Pitt was successful. His financial policies allowed for some naval expansion before 1793 which put Britain in a good position to fight a prolonged war against revolutionary and Napoleonic France. He financed that war by an innovative income tax and from the surpluses which derived from his sound financial policies in years of good trade. Britain enjoyed strong credit and could raise loans to sustain a war which required heavy subsidy of overseas allies. So judged by the standards of maintaining and defending the status quo, Pitt achieved success. Judged by the standards of reforming Britain and creating a more modern society, he achieved less. The old corruption was still present; parliament remained under the control of a small number of patrons and the government with a limited number of voters and open bribery. Some of his financial ideas were innovative and achieved their end, but the Sinking Fund was really made redundant with the onset of war in 1793 and was carried on too long. The judgement that Pitt 'bridged the political world' of the 18th and 19th century is fair, but for all his changes, his strong moral stance against waste and his belief in reform, he was rooted in the eighteenth century and had little grasp of the new ideas which he repressed.

Examiner commentary

The answer identifies many problems Pitt faced and then does assess how successful he was in tackling them. The opening paragraph offers an overall view of his domestic policies, stating that they became less successful and appears to offer balance suggesting that they had limitations.

This deals with domestic policy and even when foreign issues are mentioned, they relate to domestic policy.

The essay deals with the whole of Pitt's ministry and not just the peacetime period.

There could be a lot more on aspects of the policies, but it goes beyond finance and is reasonably balanced with the successes being qualified.

The writing is generally analytical and not descriptive and there is some attempt to establish criteria for assessing success. Moreover, the conclusion is strong with judgement.

Likely problems with Unit 1 Responses

Question 1

- Learners use the wrong source.
- Learners fail to consider **BOTH** content **AND** Provenance.
- They fail to link their answer to the actual issue in the question.

Question 2

- Learners fail to deal with all three sources.
- Sources are described rather than analysed and evaluated.
- Learners fail to consider **BOTH** content **AND** Provenance.
- Learners fail to reach a judgement about the issue in the question.
- Own knowledge is not linked directly to the source being considered.
- They fail to link their answer to the actual issue in the question.

Questions 3 and 4

- Failure to focus on the issue in the question and write generally about the topic.
- The answer does not analyse or evaluate the issues or factors discussed.
- The answer fails to reach a judgement, but relies on assertion.
- The answer covers only part of the period set.
- The answer considers domestic policy when the question was on foreign.
- Analysis and argument is based on incorrect factual material; this undermines the credibility of the argument.

Unit 2 Assessment Overview

This Unit tests Assessment Objective 1 (AO1) and Assessment Objective 3 (AO3).

AO1 is the analysis and evaluation of issues in order to reach supported judgements about them. This is examined through Section A, the period study element of the paper. In this section, two essays will be set, each drawn from a different Key Topic, although some questions may be drawn from more than one Key Topic, and learners will be required to answer ONE essay.

AO3 is the evaluation of secondary material and is examined through the interpretation element, which is Section B. One interpretation question will be set and it will be taken from one of the named interpretation topics, which are clearly identified in the AS specification.

The period study element will carry 30 marks.

The interpretation element will carry 20 marks.

Section A

The period study will always be Section A on the Examination Paper.

In Section A, the following are examples of the types of questions that might be set:

- How successful was the rule of Kublai Khan?
- 'Postal stations were the most significant factor in the development of the Silk Road.' How far do you agree?
- 'Napoleon was a military genius.' How far do you agree?
- Assess the reasons for Napoleon's downfall in 1814.
- Assess the reasons why the overthrow of the Tsar in March 1917 was followed by a second revolution in November 1917.
- Assess the reasons why Saladin was able to conquer Jerusalem in 1187.
- Assess the reasons for the failure of the Second crusade (1147-1149).
- How successful was Charles V in dealing with the power of the princes during his reign?
- 'Charles V's wars with France were a failure.' How far do you agree?
- Assess the consequences in Eastern Europe, outside the former Soviet Union, of the overthrow of communist governments after 1989.
- How effectively did the Soviet Union deal with the threats to its authority in Eastern Europe in the 1950s and 1960s?

Section B

Question 3 will carry 20 marks.

Although learners will be required to apply own knowledge to the interpretation in order to evaluate it, all marks will be awarded against AO3.

The following are examples of the type of interpretation that might be set:

- 'The Cold War was not inevitable; yet it became a reality because of the innate needs of the Soviet Union and the United States.'

From: M.McCauley, *The Origins of the Cold War*, 1983

Evaluate the strength and limitations of this interpretation, making reference to other interpretations that you have studied.

- 'It was the idea of liberating the Christians of the Levant and the city of Jerusalem that stirred the hearts and minds of those that planned the expedition [The First Crusade] and those who took the cross.'

From: Jonathan Phillips, *The Crusades 1095-1197*, 2002

Evaluate the strength and limitations of this interpretation, making reference to other interpretations that you have studied.

- 'Despite the authoritarian nature of his regime, Napoleon did maintain the great gains of the Revolution.'

From: D. Rees, *France in Revolution*, 2008

Evaluate the strength and limitations of this interpretation, making reference to other interpretations that you have studied.

- 'Mongol military superiority was due to their overwhelming numbers.'

Per Inge Oestman, *The Mongol Military Might*, 2002

Evaluate the strength and limitations of this interpretation, making reference to other interpretations that you have studied.

Answering Essay questions

The Essay questions set for Unit 2 follow exactly the same principles and have the same demands as those set in Unit 1. However, to reinforce this message, the material about the Unit Essays is repeated below:

The following command words may be used:

- To what extent
- How far do you agree
- Assess
- How successful
- Compare

Essays will be set on broad topics and will be drawn from one or more of the Key Topics.

Questions set may focus on one of the Key Topics or an element within it or may draw on more than one Key Topic.

Centres and learners are reminded that there are not separate levels or marks awarded for the quality of knowledge and the quality of argument, but that AO1 covers both elements.

All the questions set will require learners to make a judgement about the relative importance of issues. This may require them to weigh up the relative importance of factors in causing an event or to judge, for example, the extent of success or failure of an event, monarch or minister. Learners who simply list reasons without making supported judgements about the relative importance will not score as well, no matter how good their explanation is. It is also important that the judgements made are supported by historical evidence otherwise the answers will be no more than assertions and therefore will not score highly. Learners can also make links between the factors or issues they discuss and this will also help them access the higher levels of the mark bands.

It is important that learners focus on the issue in the question and do not write generally about the topic. This means paying particular attention to any dates in the question, or key words such as 'completely' or 'total' and stronger answers will link material back to these key words. In planning an answer learners should think about the opening sentences for paragraphs. These sentences should introduce an idea linked to the question and not be descriptive. The plan should therefore not be series of dates or events that the learner thinks need to be in the answer as this type of approach will encourage a descriptive response.

The opening paragraph should introduce the ideas that are going to be discussed in the main body of the essay and should also give a clear indication as to the direction of the argument, which should then be followed through in the main body of the essay. This means that planning is crucial as the learner will need to be clear about the line of argument they intend to pursue before they start writing their answer and should not change their mind during the essay. The opening sentence of each paragraph will introduce an idea and then, in the main body of the paragraph, both sides of the idea or argument should be considered, bringing in evidence to support or challenge the idea before reaching a judgement about that idea. The judgement will link the material back to the actual question. If this is repeated throughout the essay the learner will produce a very strong response. The final paragraph, or conclusion, should bring together all the ideas that have been discussed in order to reach an overall judgement about the issue in the question.

There are two key terms about which Centres need to have a clear understanding. The first is the use of the term **evaluation**. For period study essays this is understood to be using own knowledge to explain, but more importantly weigh up the importance of a range of factors or issues. Learners may discuss a range of reasons as to why an event occurred, but evaluation requires them to consider their relative importance in causing the event. The second key term is **judgement**. This requires candidates to reach a conclusion as to the relative importance of a range of factors or the success of a particular monarch or ministry. Centres should also be aware that there is a significant difference between judgement and assertion. In order to reach the higher levels the judgement must be supported by precise and relevant knowledge. Where a learner claims that X is the most important factor, but provides no precise evidence to support the claim that is seen as assertion. At AS Level, judgement is required for the higher levels and there are a number of ways in which the quality of the judgement can be discriminated. The first is whether the judgement is fully developed and supported, or is little more than a sentence with basic support. At the higher levels it is likely that the judgements will be more nuanced, with learners showing links between factors or, in discussing success of a monarch or ministry showing that Y was successful in some areas, but not others before making an overall judgement.

Features of strong period study answers

Although there is no set structure required to an answer, it is helpful if learners set out their view in the opening paragraph and develop it through the essay – without changing their mind! This means planning before they start writing. The strongest answers will have a series of interim judgements – a judgement about each issue or factor as it is discussed, while some may just show judgement in the conclusion.

The mark scheme reflects the difference between sustained judgement throughout a response and a well-argued answer that has judgement solely in the conclusion.

There are a number of skills that learners need to develop if they are to reach the higher levels in the marking bands;

- Understand the wording of the question
- Plan an answer to the question set
- Write a focused opening paragraph
- Avoid irrelevance and description
- Write analytically
- Write a conclusion which reaches a supported judgement based on the argument in the main body of the essay

It is important that learners focus on the issue in the question and do not write generally about the topic. This means paying particular attention to any dates in the question, or key words such as 'completely' or 'total' and stronger answers will link material back to these key words. In planning an answer learners should think about the opening sentences for paragraphs. These sentences should introduce an idea linked to the question and not be descriptive. The plan should therefore not be series of dates or events that the learner thinks need to be in the answer as this type of approach will encourage a descriptive response. The opening paragraph should introduce the ideas that are going to be discussed in the main body of the essay and should also give a clear indication as to the direction of the argument, which should then be followed through in the main body of the essay. This means that planning is crucial as the learner will need to be clear about the line of argument they intend to pursue before they start writing their answer and should not change their mind during the essay. The opening sentence of each paragraph will introduce an idea and then, in the main body of the paragraph, both sides of the idea or argument should be considered, bringing in evidence to support or challenge the idea before reaching a judgement about that idea. The judgement will link the material back to the actual question. If this is repeated throughout the essay the learner will produce a very strong response. The final paragraph, or conclusion, should bring together all the ideas that have been discussed in order to reach an overall judgement about the issue in the question.

In summary

Strong answers will:

- Show a consistent focus on the question, learners will link their material to the important words or phrases in the question.
- These answers will focus on the issue in the question and not write about the topic in more general terms.
- Answers will focus on the key terms in the question, this may be on issues such as 'consistently', 'always' or 'mostly'.
- Strong answers are likely to establish a set of criteria, such as the aims, against which to judge issues such as success or failure.
- Strong answers will often have a focused opening paragraph which outlines the view of the learner about the issue in the question and the factors or issues that will be covered in the response.
- Strong answers will consider a range of issues and will certainly discuss those that are central to a particular issue or topic.
- The answer will have a clear and consistent argument, the learner will clearly explain their view about the issue in the question and support their argument by reference to precise, accurate and relevant material.
- Answers will consider a range of issues or factors and reach a balanced and supported judgement about the issues or factors they have discussed in relation to the question.
- Answers will be balanced, considering alternative views before reaching a conclusion, in this way learners will ensure that their answers are balanced.
- Judgements should be about the issue in the question, linking the material back to the actual question and they will avoid introducing new ideas.
- Where learners are discussing a range of factors they will have weighed up the relative importance of those factors and reached a supported judgement about their relative importance. In assessing the relative importance of a factor or issue answers will explain why a factor or issue is more or less important, it will not simply be asserted.
- A supported judgement will be deemed to have been reached only if the judgement has been supported by relevant and accurate material, not simply asserted.
- The final paragraph will bring together any judgements which have been made in the individual paragraphs (interim judgements) so as to reach an overall judgement about the issue in the question.
- Strong answers will not be descriptive and they will avoid irrelevance.

Sample responses

'Muslim disunity was the most important reason for the success of the First Crusade.' How far do you agree?

Answer

Although there were a number of factors, such as the leadership and military skill of Bohemond and the aid given to the Crusaders, the most important reason for their success and the capture of Jerusalem was Muslim disunity. The importance of this factor becomes even clearer when the Second and Third Crusades faced a much more united Muslim force and were defeated at Damascus and Jerusalem respectively.

Disunity among Muslim forces meant that the Crusader army did not have to face the full force and weight of a Muslim army, instead they faced only the forces of local emirs while other emirs often gave aid and gifts to the invading Crusaders, or even made alliances, such were the divisions. The Muslim forces were further weakened and divided by the death of the Sultan Malik Shah in 1092 and other caliphs and viziers in 1094. This meant that there was a power vacuum in Anatolia in which petty rulers were fighting for control, whereas a united force under a leader, such as Malik Shah would probably have been able to stop the Crusader forces. Local rivalry between Kilij Arslan and the Danishmends further weakened Muslim resistance, as each seemed more concerned by their own position and unaware that the Crusaders were intent on taking Jerusalem, rather than simply retaking lost Byzantine lands. There were also divisions between Sunni and Shi'a Muslims and these groups hated each other more than they hated the Crusaders and were also willing to form alliances with the Crusaders to make gains at the expense of their fellow Muslims, which made it much easier for the Crusaders to take both Antioch and Dorylaeum. This division also meant that the Shia caliph in Cairo did not come to the aid of the Sunni caliph in Baghdad, further reducing the size of army that the Crusaders faced.

Although the early victory at Nicaea against Kilij Arslan was due to the aid and help of the Byzantine Emperor, Alexius Comnenus, later victories owed as much to Muslim disunity as Crusader strengths. The capture of Nicaea was vital as not only was it was the main land route to Syria, but it also convinced the Emperor that lands lost at the Battle of Manzikert in 1071 could be recovered and thus gave greater meaning to the Crusader oath of loyalty to him. Whereas, when the Crusader army arrived in Constantinople he was concerned by the large numbers and feared that they might turn on him. However, it was not just aid from the Emperor that helped the Crusaders, Italian states, such as Genoa supplied siege engines which would prove crucial in the capture of Jerusalem.

Religious zeal was also important in driving the Crusaders on. The Crusaders believed that in fighting against the Muslims they were guaranteed a place in heaven and the Pope had promised them remission of all the sins they had committed. This meant that they were willing to put up with many hardships on their long and difficult journey, during which many died either from the conditions or in battle. By the time their forces laid siege to Antioch their numbers had been greatly reduced. It was during these hard times, with the siege lasting eight months, that their religious conviction played an important role in their success as was seen in the Miracle of the Holy Lance at Antioch. The discovery of this gave the Crusaders hope and they sent out a delegation asking the Muslim leader to withdraw, when that failed Bohemond led the Crusader army to a great victory, inspired by religious zeal; they forced the Muslim defenders inside the citadel of the town to flee. Similarly, at Jerusalem it was religious zeal that helped in the capture with fasting and a barefoot walk to the Mount of Olives, which helped to inspire them to victory after initial failings. However, had aid come from other Muslims it is unlikely that the Crusaders would have been able to take Jerusalem, as they would have been outnumbered, as they had already been driven back by Iftikhar's forces. Therefore, although religious zeal drove them on they were only able to defeat the Muslim forces because they were divided.

The leadership of the Crusader forces was also important in the success of the Crusade. After the death of the papal envoy, Adhemar, it was Bohemond who played the crucial role, maintaining Crusader morale at Antioch and arranging the betrayal of the city to his forces and then leading Crusader troops to victory over Kerbogha. However, he was fortunate in that he did not have to face a much larger Muslim army, which would have defeated Bohemond's much weakened forces after the famine that had afflicted them during the earlier siege of Antioch.

Both the Muslim and Crusader armies had powerful fighting elements, particularly their cavalry. The light cavalry of the Muslims, with their archers, caused the Crusaders serious problems in the initial encounters. However, the heavy cavalry of the Crusaders terrified the Muslim forces and played an important role in the victory at Dorylaeum and gave them a psychological advantage in future battles. However, it was not just the use of heavy cavalry that was important, the Crusaders also made good use of siege engines in their capture of both Jerusalem and Antioch, allowing them to enter both cities.

Although the leadership of Bohemond and the military skill of the Crusaders allowed them to defeat the Muslim forces, it would not have been possible to defeat a united, and much larger, Muslim force. The Crusaders were fortunate that, given their vastly reduced numbers, they were faced only by mostly weak, individual Muslim leaders and that the political situation in the region was such that they did not face a leader such as Malik Shah or Saladin.

Examiner commentary

The answer explains the role of a number of factors, but also reaches a judgement that Muslim divisions were the most important factor. This argument is supported both by comparing, albeit briefly with later Crusades, and by arguing that given the reduced Crusader numbers they would not have been able to resist a full-scale Muslim assault. The depth of knowledge is good and is used to support the argument.

Sample responses

'Napoleon's rise to power was mainly a result of the weakness of the Directory'. How far do you agree?

Answer

The Directory lacked the passion and idealism of the revolutionary years. It had financial problems and became increasingly dependent on foreign conquests. It also had to face a range of enemies and again relied on the army to maintain it. In the end this reliance led to a coup where one of the most popular of its generals took power. There is no doubting the flair and personality of Bonaparte, but without the underlying weaknesses of the Directory it is unlikely that he would have been able to take power. He was not the only successful general and did not handle the coup of Brumaire well; but the Directory had internal enemies and lacked popular support.

The Directors were not charismatic political leaders and have been described as 'world-weary politicians'. The regime did manage to crush internal rebellions in la vendee and by the Chouans by 1796, so it was not a failure. There were also successes abroad, notably by Bonaparte in Italy. However it did face the dangers from a second coalition from 1798 and the on-going wars drained resources. In 1796 the decision to end the damaging inflation brought about by the production of assignats by withdrawing them from circulation was unpopular and resulted in many personal losses, though it did restore credit.

The main problem was that the Directory, as well as having to fight a war, had to deal with threats from both right and left. This may not have been its fault, but it was a sign of weakness, as the regime did not seem to command confidence or give the impression of stability. There was a threat from the political left in 1796 and from the royalists and the right in 1797. Both were suppressed but the regime relied on military force. Bonaparte's artillery ended the radical threat, but made the regime dangerously dependent on military power.

By 1799 there was a majority in the Council of Five Hundred hostile to the Directors and a conspiracy from within by Sieyes and Roger-Ducos to forestall opposition by a coup. The dangers of either a Jacobin resurgence or a royalist revival were great enough for the conspirators to plot with Bonaparte and institute the coup of Brumaire. The fact that there was so little resistance to what was a mismanaged take over suggests that the Directory did not command loyalty.

However, a figurehead was needed who had the charisma and popular appeal that the Directors lacked. There were successful generals like Augereau and Hoche, but Napoleon had particular qualities that made him suitable for the role of national saviour.

He had political links with Barras and had brought his forces to save the Directors by firing on the Paris mob. However, it was his spectacular successes in Italy as a young general that took the popular imagination. When he took over the army of Italy it seemed unlikely that it could be led to any great success, but his whirlwind campaign in northern Italy was one of the most vivid in his career. Moving quickly and being prepared to lead from the front, he outmanoeuvred the Austrians and inflicted swift defeats culminating in the Treaty of Campo Formio in 1797 where he acted almost as an independent conquering leader, setting up the Cisalpine Republic and dominating Italy.

Even when his campaigning ended in failure, as in the Egyptian campaign in 1798 the sheer ambition and imagination of it made him a popular hero. The French people read about the spectacular successes of his forces at the Battle of the Pyramids and Napoleon made sure that his dispatches stressed his heroic image. Even though he deserted his force, stuck in Egypt as a result of Nelson's victory at the Battle of the Nile, this was not seen as a failure.

Bonaparte seemed to be a true revolutionary general, sharing the hardships of his men, apparently taking part in battles as at the legend of the Bridge at Lodi and firing artillery himself. His speeches to his troops were inspiring. He was careful to gain the affection of his troops as 'The little corporal'. He had emerged through the revolution, had revolutionary sympathies and yet was tough and practical and had secured victories.

However he had not performed well during the coup, had miscalculated and been indecisive and had to be rescued by the quick thinking of his brother and by the onrush of his troops. He also was not a physically striking figure and had some failures, so his rise to power, though it owed much to his reputation and success probably owed more to the situation by 1799 and the internal divisions of the Directory and the fears of political change from both right and left.

Examiner commentary

There is a good balance here between the weaknesses of the Directory and the role of Bonaparte. The links between the two elements are made and there is a clear final judgement. There could be more detail about the coups and 'the whiff of grapeshot' but there is some detailed knowledge. The answer remains focused and answers the question.

Strong answers have a clear focus on the question. A range of issues or factors are discussed and there is some judgement reached, often the judgement is present throughout the essay. Factual knowledge is used to support the argument and it is accurate and relevant.

Interpretations at AS Level

The AS specification indicates which two of the four Key Topics the interpretations will be drawn from. OCR has also provided a guide for each Unit as to the key areas of debate for the two named Key Topics.

It should be remembered that this is **NOT** a historiography paper and learners are not expected to know the names of other historians. They will be able to score full marks without specific reference to **ANY** historian and therefore it is not necessary to provide learners with list of historians and their views about the issues named in the Teacher guide for this Unit.

The quotation used will always be taken from a historian and not be a construct and the wording of the question will be as shown on the slide, although there might be further guidance for the learners within the question.

What type of Questions will be set for the interpretation element at AS?

The question will be based around a short quotation, of between one and three sentences from a historian. Learners will be asked to:

Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.

The quotation will be taken from the writings of a historian, but there is no requirement for the candidate to comment on the historian or the work, what matters is the view offered in the interpretation. The focus of the answer should therefore be on the strengths and weaknesses of the given view.

Learners should be able to place the interpretation within the context of the wider historical debate on the Key Topic. However, they will **not** be required to know the names of individual historians associated with the debate or to have studied the specific books of any historians. It may even be counterproductive to be aware of particular historians' views, as this may lead learners to simply describe their view, rather than analyse the given interpretation.

There are a number of skills that need to be developed if learners are to reach the higher levels in the mark bands;

- Understand the wording of the question
- Be able to explain the interpretation and how it fits into the debate about the issue or topic

Consider both the strengths and weaknesses of the interpretation by using their own knowledge of the topic.

The use of the term evaluation is similar here to its use in the enquiry element of Unit 1, the application of knowledge to the view of a historian in order to consider the strengths and weaknesses of that view. What other way could a view be judged?

Although detailed knowledge is required to evaluate the interpretation it should be noted that examiners are not looking for knowledge that could not be found in a standard A/AS Level textbook. What matters is how that knowledge is used.

There are many similarities with the Unit 1 enquiry element as it is vital that the knowledge is used and linked to the interpretation to show how it is either a strength or weakness.

It should also be stressed that the mark scheme makes it clear that there is no credit for candidates commenting on who wrote the interpretation –the origin of the interpretation should **NOT** be considered.

Features of strong interpretation answers

This is a new element and Centres have asked how their learners might approach these questions and, although no set answer is required, the following structure might be helpful. While there is no required set approach to tackle the interpretation questions, learners might find it useful to consider the following approach:

1. In the opening paragraph learners could explain the interpretation and put it into the context of the debate on the topic. In the first paragraph learners should explain the interpretation and the view it is putting forward. This paragraph places the interpretation in the context of the historical debate and explains any key words or phrases relating to the given interpretation.
2. In the second paragraph consider the strengths of the interpretation by bringing in learners own knowledge that supports the given view. In explaining the strengths of the interpretation learners should link the own knowledge to the interpretation and not simply write all that agrees with the interpretation.
3. In the third paragraph consider the weaknesses of the given interpretation by bringing in knowledge that can challenge the given interpretation and explain what is missing from the interpretation. As with the previous paragraph, it is important to link the own knowledge to the interpretation and not simply write all that challenges the interpretation.
4. There is no requirement for learners to reach a judgement about the validity of the interpretation.

It should be noted that learners are not required to reach a judgement about the validity of the view that is offered, but simply consider the strengths and weaknesses of the view. In none of the answers is there any attempt to consider the historian or when it was written and it must be stressed that this is **NOT** needed. The focus, as all these answers demonstrate is to apply own knowledge to the given interpretation to show/demonstrate its strengths and weaknesses.

In some interpretations learners might also need to;

- Consider the key words and phrases within the interpretation and comment on them
- An interpretation might suggest that economic reasons are the most important, but only highlight trade, this could be commented on
- An interpretation might raise concepts that could be commented on, such as Total War, authoritarian, liberalisation
- An interpretation might focus on urban rather than rural, was the pattern or view suggested the same in both areas of society?

In summary

Important points to remember when answering interpretation questions;

- Explaining the interpretation/Extract
- Placing it in the context of the wider historical debate about the issue it considers
- Explaining the strengths **AND** weaknesses of the interpretation in the extract

Sample responses

'Because the demand for the Reformation found its most ready response in the towns, it has been said that the Reformation was an 'urban event'.

R.W. Scribner, *New Cambridge Modern History, Volume 2, The Reformation, 2004.*

Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.

Answer

This interpretation puts forward the view that most important reason for the Reformation were the urban areas within the Holy Roman Empire, that is the imperial cities and towns. It argues that it is within these centres that the message of the reformers found the 'most ready' response due to a variety of reasons including religious, social, political and economic factors. The interpretation in stressing 'most ready' response does not rule out the role played by other factors in the spread, but it does see the towns as being the most important. However, other interpretations argue that the Reformation was not simply dominated by the towns and that the Reformation found a 'ready' response in other areas, with widespread support for the religious changes brought about by the Reformation both within the countryside and from the princes who rule the numerous states that made up the Holy Roman Empire.

The interpretation rightly stresses the role played by urban centres as in many instances city magistrates and authorities adopted Luther's message to avoid social protest, as in Strasbourg, but it also gave the authorities the opportunity to increase their own power and influence and was therefore adopted by some for self-preservation and the maintenance of their own power and authority. The interpretation is also correct because in a number of towns and cities reformers, often led by a local priest, persuaded the rest of the population through sermons that Luther's ideas should be adopted and these ideas were often reinforced by the pamphlets that appeared. The number of imperial cities which had adopted Lutheranism by the end of the 1520s is further evidence that this was an urban event, with some 50 out of 85 adopting it, because it gave the cities the chance to regain their sense of community and independence which had been eroded by the imperial government and papacy in the Middle Ages.

Although there is no doubt that the towns and cities were important in the spread of the reformed faith, other groups were also 'ready' to adopt it and this is ignored by the interpretation. Most importantly, the interpretation ignores the crucial role played by the princes, particularly Frederick the Wise, who protected Luther at the very start and without whose protection there would not have been a reformation. It also ignores the fact that many peasants were 'ready' to adopt Lutheranism as was seen in the Peasant's War as they believed that the ideas offered the chance to improve their social position. Moreover, there can be too much stress on the role of the towns as some towns were less than willing or 'ready' to accept the reformed religion as it soon developed radical tendencies which threatened civic authority. The interpretation also fails to consider the chronology of the Reformation as after the 1530s it could be argued that the princes played a more important role, both in preserving and expanding Lutheranism.

Examiner commentary

- Explains the view given in the interpretation.
- Some explanation of the view is offered – why urban centres were receptive to the Reformation.
- It does not rule out that other factors might have played a role, but rather that urban centres were the most important.
- Places interpretation in wider debate about appeal of the Reformation
- Applies own knowledge to support offered view – reference to Strasbourg, precise detail about the number of imperial cities that had taken it up by end of the 1520s.
- Explains why it might have appealed to urban centres.
- Aware of limits to interpretation – other groups and precise example of Frederick the Wise to show role of princes, as well as peasants, also notes that the interpretation may offer an acceptable view of events until 1530 but after that the role of princes becomes crucial.

Sample responses

Despite efforts at political reform, urban Russia on the brink of the First World War arguably found itself on the brink of a new revolution.'

From: O.Figes, *Revolutionary Russia 1891–1991*, 2014

Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.

Answer

This interpretation is arguing that in the towns and cities, revolution was likely in Russia in 1914. It argues that although the government had made some attempts to calm the population through political reform, these had not worked, and that the people seemed ready to rise up. However, this interpretation emphasises that urban Russia was on the brink, and that the government had made attempts at reform. Other interpretations stress the continuity and stability in this period, that on the brink of the First World War Russians were ready to unite and fight for the Tsar, while another interpretation is that different localities in Russia were more susceptible to revolutionary feeling than others in 1914.

This interpretation can be seen to be valid to some extent because by 1914, there had been growing tensions in urban Russia for several years, and demands for reform were growing every day. The number of days lost to strikes in the towns and cities grew significantly in the period to 1914, and there was growing violence accompanying these strikes. The terror tactics used by the regime after the death of Stolypin in 1911 only furthered the cause of the revolutionaries. Indeed, even the moderate and liberal leaders acknowledged that peaceful attempts at reform had failed and revolution might be the only answer

This view is given further credence by the failure of attempts at political reform, since the duma became a mere talking shop, with members pleading with the Tsar to give them more control over their own affairs. Tensions reached a head in the summer of 1914 when a general strike was called, which members of the duma openly supported. The interpretation correctly acknowledges there were efforts at political reform, but that these were heavily controlled by the Tsar's own advisors, to the extent that election results were doctored.

However, this interpretation misses the point about the fundamental stability of the Tsarist regime in 1914, and its resilience in the face of adversity. Most importantly, the troops remained loyal to the Tsar and the revolutionary groups were either still in exile or on the fringe of the political scene. This meant that the cities were relatively safe, and despite the violence of 1914, the revolutionary threat did not really exist.

Furthermore, the interpretation ignores the improved economic outlook in the urban centres in 1914, and the lack of real efforts at political reform. Economic growth in the years to 1914 was six per cent per year, and Russia became a major textile manufacturer. Political reform beyond the creation of the dumas did not exist, and the October Manifesto had not weakened the authority of the Tsar at all. Finally, the interpretation ignores the fact that the withering away of opposition to the Tsar when war was declared, the open support for his regime and the army, and the silence of opposition in the duma and ending of strikes, all showed that Russia was far from on the brink of revolution at that time.

Examiner commentary

- Clear explanation of the interpretation.
- Aware that there are other interpretations about the situation in Russia on the eve of the First World War.
- Precise details are given to show the strength of the view in interpretation, with reference to strikes, terror after Stolypin's death and attempts by Duma.
- Explains weakness of the view by ignoring the stability that was evident, loyalty of the troops, economic situation, support for Tsar when war broke out.

Strong responses directly link the own knowledge to the Interpretation in order to evaluate it. The own knowledge used is detailed. Weak answers tend to describe the interpretation and deploy some quite general knowledge, rather than use it.

Strong answers are more able to place the interpretation in the wider debate. Do note that the strong answers do not consider who wrote the interpretation, reinforcing that it is not needed.

Likely problems with Unit 2 Responses

Questions 1 and 2

- Failure to focus on the issue in the question and write generally about the topic.
- The answer does not analyse or evaluate the issues or factors discussed.
- The answer fails to reach a judgement, but relies on assertion.
- The answer covers only part of the period set.
- The answer considers domestic policy when the question was on foreign.
- Analysis and argument is based on incorrect factual material; this undermines the credibility of the argument.

Question 3

- The response considers only the strengths or weakness of the Interpretation.
- The response focuses on who wrote the interpretation and when it was written, treating it as a source rather than an interpretation.
- The response lists a range of other historians and their interpretations rather than evaluating the given interpretation.
- The knowledge used to evaluate the interpretation is generalised.

Using the mark schemes to improve performance

It might be helpful for teachers to consider where learners are in this hierarchy for each question type and then focus on them demonstrating the skills required for the next level. It would be unrealistic to expect a learner to move from Level 2 to Level 4 or above in one go.

Learners could use these simplified questions to help them identify at what level they are working, but highlighting evidence of evaluation, judgement etc. They could see areas within their written work where the key skills needed to lift them into the next level are missing and work on improving those paragraphs.

With Unit 1 Question 1 the following might be helpful for Learners:

- Is there some evaluation? Level 3
- Is there some evaluation using Own Knowledge and provenance? Level 4+ depending on quality
- Is the response based on generalisation (stock comments)? Level 2
- Is the response about the topic not the question? Level 1

With Unit 1 Question 2 the following might be helpful for Learners:

- Is there some evaluation of the sources? Level 3
- Is there evaluation using provenance and Own Knowledge? Level 4
- Is there evaluation using provenance and Own Knowledge to reach a Judgement? Level 5
- Is there generalised (stock) evaluation? Level 2
- Is it about the topic or accepts sources at face value? Level 1

With Unit 1 and Unit 2 Essay Questions the following might be helpful for Learners:

- Is there some argument with support? Level 3
- Is there some argument and limited judgement? Level 4
- Is there some developed judgement? Level 5
- Is there mostly description or very argument? Level 2
- Is the answer on the topic not the question? Level 1

With Unit 2 and the interpretation element the following might be helpful for Learners:

- Does it analyse the strengths and weaknesses of the interpretation? Level 3
- Does it evaluate the strengths and weaknesses of the interpretation? Level 4
- Does it evaluate the strengths and weaknesses of the interpretation using detailed OK? Level 5
- Does it have limited analysis of either the strengths or weaknesses? Level 2
- Does it describe the interpretation? Level 1



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2016 – This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © OCR 2016. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

ocr.org.uk/alevelreform

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2016 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.

Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

