

# Mark Scheme (Results) January 2009

GCE

## GCE History (6HI02) Paper B



## GCE History Marking Guidance

### Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

## 6HI02: Generic Level Descriptors

### Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> The qualities of Level 4 are securely displayed.</p>
---	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

**Part (b)**

**Target: AO1a & AO1b (10% - 24 marks)**

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

**AO2b (7% - 16 marks)**

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

**(40 marks)**

**AO1a and AO1b (24 marks)**

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor.</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will</p>

		<p>be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor.</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will mostly be accurate but it may lack depth and/or reference to the given factor.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor.</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor.</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p>

		The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

#### Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

#### AO2b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p>

		<p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

#### Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

**6HI02B - Mark Scheme (Indicative content)  
British Political History in the 19<sup>th</sup> Century**

**B1 Britain 1830-85: Representation and Reform**

Question Number	Indicative content	Mark
1 (a)	<p>Taken at face value the sources are clearly in conflict. Source 1 gives an example of violence in 1831 while Croker and Place are in direct disagreement over the likelihood and extent of more violence in 1832. Croker argues in January 1832 that there is little threat and that the Bill lacks support outside the government, while Place argues that if the Bill had not passed there would have been rebellion. Candidates can attempt to resolve the conflicts at this level by arguing that both Croker and Place saw what they wanted to see, and explain the difference by reference to provenance and the attitudes of the authors. This can be developed by reference to Source 1, which refers to violence but also to the fact that it appeared to have ended quickly. Alternatively candidates may point out that the sources are written at different times, and each reflects the situation at that point in time. Developed arguments of this kind can reach L2. However, candidates who develop inferences from the evidence in the sources can offer a range of interpretations. Source 1 can be interpreted in different ways. On the one hand it shows the reality of violence and that it was sufficient for 'formidable' defences to be set up at a country house, indicating that the violence was on a significant scale. But it also shows that the defences were quickly reduced and implies that the danger was short-lived. Taken together in context, Sources 1 and 2 suggest that the impact of actual violence was not significant, but they can also be taken to indicate that the threat of violence was real. Croker's claim that the Bill can be defeated by appointing a Tory government is based on the claim that there would be very little violence if Wellington took power, but the provenance suggests that his view may be distorted. As a Tory and an opponent of the Bill, he may well be seeking to minimise the extent of support for it, and this is supported by his assertion that the Bill had 'no friends outside the government'. Source 3 suggests that popular revolution was imminent, or would have been if Wellington had been able to form a government. Since this came from private papers it can be suggested that Place's opinion was sincere. However, it may well be as unreliable as Croker's estimate in terms of the actual threat and its significance. If Place's view is seen as only an opinion from a radical who favoured popular action, it can also be argued that Wellington's inability to form a government was the main factor in reducing the threat of rebellion. Responses based on inference and cross-referencing of this kind can secure L3 and L4 if fully developed and supported by all three sources taken in context as a set. The best responses may well utilise context and provenance to resolve the apparent conflict into an overall judgement.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The sources provide evidence to support both aspects of the statement, which can be developed using own knowledge. Source 5 outlines the complaints of the radicals and the accusation of betrayal, which is supported by Palmerston's account of government aims in Source 4. This can be developed by own knowledge in detailing the popular campaigns and the role of working-class agitation in the passing of the Reform Act. While sources 1-3 addressed the existence of popular campaigns, candidates will need wider knowledge to address these in any depth. Source 6 supports the claim that radicals were dissatisfied and responded by developing the Charter. Taken together, therefore, the sources offer strong support for the statement. However, Source 6 also points to the link between Chartist activity and economic depression, and candidates can therefore suggest that the limits of the Act were not the 'primary' reason for the development of Chartism, and certainly not the only one. Wider knowledge can be used to develop the point by explaining the impact of depression and unemployment in 1837-39, 1842-43 and 1846-48 as reasons for the three great petitions. Other factors influencing the movement, such as the 1834 Poor Law, the role of individual leaders and the climate of revolution in Europe in 1848 can also be used to challenge the statement. Candidates can therefore integrate both sources and knowledge to build conflicting arguments and assess the role of political, economic and other motives to explain the emergence of the Chartist movement. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting arguments, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may well argue that the range of motives varied and that far from being in competition the desire for economic improvement and the demand for political rights were mutually reinforcing.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The sources indicate conflicting arguments. Source 7 and the first paragraph of Source 8 can be cross-referenced to argue that Disraeli understood the nature of the new electorate and introduced reform in order to build a new political alliance with conservative middle and working class voters. This can be developed using knowledge of the Reform Bill, especially the limited redistribution of seats and strengthening of rural boroughs, the electoral victory of 1874, and the ensuing years of Conservative dominance. The last sentence of Source 8 however, contradicts the argument that Disraeli was following a clear strategy, and suggests that the main purpose was to weaken the Whigs. Source 9 goes further and suggests a desire to split the Liberals, a personal rivalry with Gladstone and an ambition to lead the Conservatives. These points can be used to argue in support of the statement, and developed by reference to Disraeli's actions during the crisis in 1866-67, and to wider political rivalries in this period, both party and personal. It is likely that many candidates will focus on the relationship between Disraeli and Gladstone, and rivalry between the Conservative and Liberal parties, but it is also valid for those who have the knowledge to examine the impact of the crisis and the passing of the Reform Act on relations within the Conservative Party. This may encourage a different interpretation of sources 8 and 9, with greater emphasis on Disraeli's desire to 'consolidate his own leadership' and sustain a focus on his personal ambition. In addition, while claims regarding Disraeli's foresight and consistency are likely to be challenged, it can be argued that the alternative views are not totally in conflict. While Disraeli may not have planned for or relied totally on 'Tory democracy', an awareness that many of the rural working classes had a deeply conservative outlook may well have offered the opportunity for both party and personal advantage as described in Source 9. It is also the case that Disraeli's personal ambition cannot be separated from party advantage, since that was the basis of his power. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting interpretations, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may draw on Source 7 to show that Disraeli's ability to seize the opportunity and advance his own career was based on a good understanding of the issues and attitudes related to the extension of the franchise, to produce an integrated judgement.</p>	40

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

Question Number	Indicative content	Mark
2 (a)	<p>Taken at face value the sources do support the claim made in the question. Source 10 shows the rising costs in the war years and after, and the sharp drop following the passing of the new Poor Law. Malthus refers to financial concerns arising from the rapid increase in rates. The Poor Law Commission's recommendation of less eligibility can be interpreted in different ways - to limit expenditure, to deter claimants, and even to punish the poor, but all of them can be linked to saving money. Candidates can use the sources cumulatively, but can also cross-reference Source 12 with the claims in Source 11 that compulsory provision is encouraging the lower orders to become dependent on the rates. Developed responses of this kind can reach L2. However, those who consider the implications of the sources can also argue that the desire to limit provision for the poor goes beyond money and has a strong moral dimension. Placed in context and by reference to the provenance of Source 10, candidates can argue that Malthus fears that the existing provision is creating poverty by encouraging the poor to become dependent, and thereby depriving them of initiative, pride and all 'honourable' feeling. These attitudes can be linked to the provision of less eligibility in Source 12, to highlight the desire to encourage independence as well as cut costs. Malthus also refers to the problem of 'settlement' and the settlement laws, which he condemns as 'tyranny' and as a restriction on mobility of labour. Candidates may relate this to the principles of political economy, but even if this is not explicit it can be linked to his wider concerns about dependency. Used collectively the sources suggest that saving money was only one consideration, and not necessarily the most important. Responses at L3 will demonstrate the possibility of different interpretations on the basis of inference and provenance, while those at L4 will develop the alternatives using the sources as a set. The best may well show how attitudes varied among contemporaries, for example using Malthus' reference to the views of others ('much stress has been laid') in emphasising his own priorities.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question is focused on the relative importance of cholera as a factor in bringing about better public health provision, and the sources touch on a number of reasons for improvement. The claim in the question can be supported from Sources 13 and 14. In 1833 the Medical Men of Leeds have already identified some link between cholera and public health, and as well as recommending logical improvements they are demonstrating that a concern with the issue had been sparked by the cholera epidemic. John Simon's report gives ample evidence of the concern with cholera over the next forty years, by reference to the work of John Snow as well as his own acceptance of the links. These points can be amplified by wider knowledge of the cholera outbreaks and their impact, including the spread of the disease to all classes and the improvements that followed in the wake of each epidemic. The sources can also be interpreted to challenge the statement. Source 15 suggests that knowledge was gradually developed as a result of statistical study covering a range of diseases. This can be cross-referenced with Source 14, where Simon's position as Chief Medical Officer, his reference to the need for experiments and his own gradual acceptance of Snow's theory in the light of experience all offer examples to support the argument that improvement and understanding was a gradual process based on wide experience. In addition, he refers to other diseases, suggesting that it was not cholera alone that caused concern. Again the arguments can be developed by reference to own knowledge. The 1848 Public Health Act set up a framework for development, but it was only in the light of experience, technological developments and changing attitudes, often arising as a result of local action and piecemeal changes, that further provision was made. Candidates can refer to the work of the Central Board of Health, the role of Medical Officers and the growing body of evidence that they provided, the work of other individuals than Snow, such as Simon, Bazalgette and Pasteur, administrative developments through the 1858 and 1866 legislation, to support the argument that cholera was only one of a number of significant factors. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting arguments, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may well attempt to reconcile the arguments, for example arguing that cholera was most significant in the early years of the period and in triggering concern, or explain how cholera had a dramatic impact that could be clearly identified and led to further developments that, in turn, brought new possibilities.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The sources provide evidence both to support and challenge the stated view. Source 16 makes the claim and supports it by reference to the economic situation, especially in industrial areas, and the consistent failure to limit outdoor relief. Sources 17 and 18 place the blame for its continuation on the failure of Guardians to apply the law effectively. Taken at face value the conflict is clear, and the different explanations can be developed by reference to own knowledge. Candidates can support the argument of Source 16 by reference to conditions in the towns, examples of trade depressions and the problems that they brought, and the complexity of deciding who was able-bodied, the extent of their difficulties and the effects on other family members. They can also consider other factors such as the relative costs of indoor and outdoor relief. These arguments can also refer to Source 17 and the distinctions between the letter and the spirit of the laws. However, Sources 17 and 18 imply that problems arose from faults within local administration, sometimes deliberate, and that therefore the law could have been successfully implemented. This can be developed by reference to local attitudes, vested interests and dislike of central control. Candidates can also argue that in many areas the law was implemented effectively and support this with examples. Attempts can be made to reconcile the conflict by reference to different areas and different local conditions. However, those who interpret the sources in context and draw out their implications can develop a more integrated judgement. Source 16 accepts that implementation of the law did take place in rural areas, while Source 18 does refer to other reasons for the rise in costs. Candidates can cross-reference to Source 16 to develop factors such as trade depressions, the temporary nature of unemployment, and the reasons for preferring outdoor relief in such cases. Source 17 can be interpreted to indicate widespread concern and resistance to the policy, and develop the problems that faced local guardians. They can also refer to the rise in population. The nature and purpose of the source as a circular can explain the concentration in Source 18 on the shortcomings of local administration to local government. Similarly, William Day's role is to inspect local administrators, and he is therefore likely to concentrate on related problems. In addition, Source 16 supported by own knowledge can develop the argument that repeated attempts to ban outdoor relief from 1844 through to 1871 and beyond can be used to suggest both the determination of the authorities to implement the law, and the difficulties that they faced. Taken as a set and interpreted in context the sources suggest that the law was not 'impossible' to implement in all circumstances, but that it failed to take account of important realities and could not, therefore, succeed in its overall objectives. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting interpretations, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement.</p>	40