



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

---

## GCSE

### History A

3041 (Full Course): 3046 (Short Course)

### Paper 2

Copyright © 2003 AQA and its licensors. All rights reserved.

## HISTORY SPECIFICATION A

### A: INTRODUCTION

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **The Assessment Objectives**

The revised specifications have addressed subject content through the identification of ‘key questions’ which focus on important historical issues. These ‘key questions’ give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the ‘levels of response’ type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates’ attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

**B: QUESTION TARGETS & LEVELS OF RESPONSE**

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective ‘target’. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the candidate’s **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answers within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

### C: **DECIDING ON MARKS WITHIN A LEVEL**

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Move up or down from this mid-range mark by considering whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **written communication skills** (see Section D).

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate's level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

- **Some things to remember**

Mark positively at all times.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point. This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of

something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

If in doubt about a mark, a little generosity is the best policy. As a general rule, give credit for what is accurate, correct or valid.

Under no circumstances should you reduce a mark, or more importantly, the notional maximum for a question, **solely** because of the existence of an **error** or an **inaccuracy**. For instance, do **not** think “I have what is really a good answer here that has a lot in it and deserves Level 3. It does, however, include a very silly mistake and therefore I will give it only 8 marks instead of 10 marks”.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

If it is possible to ignore the mistake, do so and pretend that it does not exist. On the other hand, if the error devalues the rest of what is said, it cannot be ignored.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

#### **D: *QUALITY OF WRITTEN COMMUNICATION SKILLS***

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate’s quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

#### **E: *SOME PRACTICAL POINTS***

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate’s meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the “thought level” equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

#### ***F: THE PRE-STANDARDISING AND STANDARDISING MEETING***

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

**PAPER 2 ENQUIRY IN DEPTH****OPTION A: AMERICAN WEST, 1840-1895****Question 1**

- (a) What does Source A tell us about the way of life of the Plains Indians? (4)

**Target: Comprehension and inference from an historical source (AO 6.2)**

**Level 1: Answer that selects details from the source** 1  
e.g. They had bows and guns. (1)

**Level 2: Answers that draw a simple inference from source** 2-3  
e.g. A tipi was large with plenty of space for everyone. (2)

**Level 3: Answers that develop a complex inference from source** 4  
e.g. Indians of all ages lived and worked together. They share the space as a family and the food they have hunted. (4)

- (b) What different impression of the life of the Plains Indians do you get from Source B? (6)

**Target: Comprehension and inference from two historical sources (AO 6.2)**

**Level 1: Answers that select details from the source B** 1-2  
e.g. Source B says that it is very dirty. (1)

**Level 2: Answers that provide a simple comparison based on the details of both sources** 3-4  
e.g. The impression in Source A is that they can all see each other and it is clear but B says it was all smoky. (3)

**OR**

**Answers that may use both sources but provide an inference from one**  
e.g. The impression in Source A is of respect for the Indians' lives but in B he could not bear it. (3)

**Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** 5-6  
e.g. In Source A the impression is one of respect for the Indians, they look noble but in Source B it is very different. The writer describes the Indians as filthy and sees them as different to white men because white men would not stand for those conditions. (5)



- (c) Why do you think Sources A and B give different views? (7)

**Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO 6.1, AO 6.2)**

**Level 1: Answers that select details from sources 1-2**

**OR**

**Answers that say how the sources are different**

e.g. They are different because A is a picture inside with smoke but you can see and B says how it is too smoky to see. (1)

**Level 2: Answers based on simple reasoning based on differences in author, audience, time or place 3-5**

e.g. Source B was written in 1877 and Source A was written much earlier. Source A is describing a different place from Source B. Perhaps things were different there. (4)

**Level 3: Answers based on developed reasoning based on differences in author, audience, time or place 6-7**

Answers will probably be based on how the authors acquired information or their intentions in writing.

e.g. Dodge is writing after the Battle of the Little Big Horn and he might want to show the Indians as not like the white men to support anti-Indian feeling caused by Custer's death. Rindisbacher is only a young man so he may be idealistic or need to make the pictures interesting to sell them. You would not want a picture of a smoke filled tipi on your wall. (7)

- (d) How useful is Source C for explaining Indian attitudes to white people? Explain your answer using Source C and your own knowledge. (8)

**Target: An evaluation of utility (AO 6.1, AO 6.2)**

**Level 1: Answers that assert a source or sources is useful or not because it tells us something about Indian attitudes to white people** 1-2

Answers may select details from the sources to support the answer.

e.g. Source C is useful because it says that the Indians knew better how to live.

(1)

**Level 2: Answers that explain that one source is useful or not because of its provenance in relation to Indian attitudes to white people** 3-5

e.g. Source C is useful because it is an Indian chief's view and he would speak for his people. (3)

e.g. Source C is useful because it is an Indian chief's view and it explains the Indian's philosophy and what was important to him. (5)

**OR**

**Answers that explain that Source C is useful or not through an understanding of its content in relation to Indian attitudes to white people**

e.g. Source C is useful because it shows that the Indians were nomads and they had a deep understanding of the natural world which the white man did not have.

(4)

**Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to Indian attitudes to white people** 6-8

e.g. Source C shows that the Indians saw the White man as going against the Great Spirit. The Whites broke God's law and the laws of nature. The Indian thought he respected the Great Spirit. This is a great Chief speaking. He is looking back on a long life and explaining why they might have disagreed with white men. He knows what has happened. (7)

- (e) Is Source D an accurate interpretation of why Indians came into conflict with white people? (8)  
Explain your answer using the sources and your own knowledge.

**Target: An evaluation of an interpretation for accuracy (AO 6.1, AO 6.3)**

**Level 1: Answers that describe the source and details of it or its provenance** 1-2  
e.g. It is accurate because it says the Indians led violent lives. (1)

**Level 2: Answers that assert Source D is either accurate or inaccurate. Candidates will test the source using their own knowledge or other sources of historical information** 3-5  
Answers stating that Source D is both accurate and inaccurate but with only simple development of one side will be marked at this level.  
e.g. It is accurate because Source C shows they were close to nature and Source D says they are close to nature. The white man found gold in the Black Hills of Dakota. (3)

**Level 3: Answers that assert Source D is both accurate and inaccurate in some respects. Candidates will test the source using their own knowledge or other sources of historical information** 6-8  
e.g. Source D says that the Indians were naturally violent and some of their practices were violent. That could be because the life on the Plains was brutal; they did suffer hunger and illness in their nomadic lives. They left old people to die because they would slow down the band. Source C says they did not agree because the white man did not obey nature or the Great Spirit and the Indians were obeying the Great Spirit. Source D says that the Indians' closeness to nature made them violent. However it was not just this that led to conflict. It was lack of respect for the Indians that caused conflict. The white man did not keep his word and interfered in the sacred areas of the Indians like the Black Hills of Dakota. (8)

- (f) By 1895 the Plains Indians were living on reservations. Why were the Plains Indians unable to follow their traditional way of life? (12)

**Target: An understanding and evaluation of causation (AO 6.1, AO 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the inability of the Plains Indians to continue living their traditional lives** 1-2

e.g. The Indians fought the Battle of the Little Big Horn in 1876 and then the US army went after them and then they had to move onto the reservations. (1)

**Level 2: Answers that comment briefly on several factors, to do with the inability of the Plains Indians to continue living their traditional lives** 3-6

e.g. The Indians moved onto the reservations because the buffalo were all killed. The Indian tribes were not united and they could not defeat the US army. (4)

**OR**

**Answers that identify and explain one factor, in depth to do with the inability of the Plains Indians to continue living their traditional lives**

e.g. The white man did not understand the Indians' lifestyle and values. It was very different from his and that is why they were forced to give up their traditional way of life. The Indians were very into nature and had a spirit world. They were nomadic hunter-gatherers. The white man lived a life that could not be more different. The white man wanted to permanently own things and farm the land. That is why they must have thought Indian ways such as leaving old people behind were awful.

**Level 3: Answers that recognise and explain several factors to do with the inability of the Plains Indians to continue living their traditional lives in specific detail or provide details of the links between factors** 7-10

e.g. There were lots of different tribes amongst the Indians, they went onto reservations for different reasons at different times. The Red River Indians gave up their struggle against the white man in 1875. The Apache fought the government from 1881-6. There were things outside the control of the Indians such as the pressures on the government to deal with the Indian problem, the belief in "Manifest Destiny" and the need for America to grow as a nation. The government wanted to give more land to the settlers. All of these prevented the Indians continuing their traditional lifestyle. The Indians could not match the power and resources of the US army. The system of forts they controlled gave the US army the advantage of permanent bases on the Plains and the policy of winter campaigns gave them the edge. The buffalo hunters took away the main support of the Indians. The transcontinental railroad supported the army with supplies and encouraged the buffalo hunters. (9)

**Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved** 11-12

**Question 2**

- (a) Who became cowboys? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question 1-3**

Answers will show simple recognition of cowboys.

e.g. The cowboys looked after the cows. They rounded them up when they ran off. They had a difficult life and had to be tough. (1)

**Level 2: Explanation shows understanding in a broader context of the period 4-6**

Answers will show knowledge of some distinctive features of who became cowboys.

e.g. The cowboys were often young men who wanted adventure. Some were ex-Confederate soldiers. Some black slaves became cowboys. (5)

- (b) Using Source E and your own knowledge explain the difficulties facing the cowboys on the cattle trails. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes the cowboys 1-3**

e.g. The cowboys rode round the outside of the cattle. At night everyone took turns to stand guard. (1)

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the difficulties of the cowboys 4-6**

e.g. The stampedes could crush men particularly if they were knocked from their horses. They also had to ford rivers. (4)

**Level 3 Explains more than one aspect related to the difficulties of the cowboys 7-9**

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

e.g. The Indians could attack you. Oliver Loving died in 1867 when Comanches raided his camp. Stampedes could happen and the cowboys could be hurt by the horns or crushed. The weather was cold and you had little shelter. (7)

- (c) Why did open range ranching end by 1895? (15)
- Target: Explanation of an historical problem, issue or threat. (AO 6.1)**
- Level 1: Provides some details or narrative of the open range ranching** 1-3  
e.g. The open range was when they let all the cattle wander around and they were branded to let them know whose cattle they were. (1)
- Level 2: Simple explanation based on limited or immediate causes of the end of open range ranching** 4-8  
e.g. The winter of 1886-87 was so severe that thousands of cattle died and ranchers lost lots of money. (5)
- Level 3: Explanation based on a broader perspective of the end of open range ranching** 9-12  
e.g. The prices for cattle had been falling because there was an over supply. Farmers kept cattle back from market to escape the low prices. They were then hit by the winter of 1886-87 which was so severe that thousands of cattle died and ranchers lost lots of money. The Johnson County war made matters worse. But the main problem was that the Plains grass could not sustain the numbers of cattle. Smaller ranches were needed with wind pumps for water. Cowboys had to concentrate on managing the stock more intensively, breeding cattle and moving them around. (10)
- Level 4: Offers a balanced and comprehensive explanation of the end of open range ranching** 13-15

**Question 3**

- (a) Who became vigilantes? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question 1-3**

Answers will show simple recognition of vigilantes.

e.g. The vigilantes were people who took the law into their own hands. If they caught a criminal they would hang him. (2)

**Level 2: Explanation shows understanding in a broader context of the period. 4-6**

Answers will show knowledge of some distinctive features of vigilantes.

e.g. The vigilantes took vengeance on people they thought had committed crimes. The leading local citizens often led them. Their punishments often involved hanging or whippings. Sometimes the citizens only had themselves to blame because they would not pay for an adequate police force. A local Vigilance committee could be set up to warn, apportion blame and punish wrongdoers. (6)

- (b) Using Source F and your own knowledge, explain the difficulties of keeping law and order in the American West. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes the problems of law and order**

e.g. There was lots of shootings and violence. People had to defend themselves. (1) 1-3

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the difficulties of keeping law and order 4-6**

e.g. There were many gunslingers like Billy the Kid who got a reputation as a killer. It was difficult to track him down across the vast areas. Without a picture it would be hard to catch specific criminals. (4)

**Level 3 Explains more than one aspect related to the difficulties of keeping law and order 7-9**

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

e.g. The West was a vast area and the transport was slow. This made it difficult to enforce the law. There were many valuable things on the Plains such as sheep, cattle, buffalo, land and gold. People would fight over these and there was lots of rustling and horse stealing. The willingness of people to settle disputes with a gun led to lawlessness. (8)

- (c) Why had the American West become more peaceful and law-abiding by 1895? (15)

**Target: Explanation of an historical problem, issue or threat (AO 6.1)**

**Level 1: Provides some details or narrative of the increasing law and order on the Plains 1-3**

e.g. The Plains became more peaceful when the Homesteaders spread out there. (1)

**Level 2: Simple explanation based on limited or immediate causes of the increasing law and order on the Plains 4-8**

e.g. The increasing numbers of women on the Plains helped make the Plains more peaceful. Women wanted to make home for their families. Some women came as teachers and demanded good conditions. (4)

**Level 3: Explanation based on a broader perspective of the increasing law and order on the Plains 9-12**

e.g. The movement of Indians onto reservations made the Plains less violent and unpredictable. More and more territories became states as their population reached 60,000 and they applied for full admission to the Union. More federal marshals made the West more peaceful as did the local sheriffs and deputies. More homesteaders meant more fenced land and less ranching. The presence of women on the Plains made them more civilised. (9)

**Level 4: Offers a balanced and comprehensive explanation of the increasing law and order on the Plains 13-15**



**OPTION B: BRITAIN 1815-1851****Question 1**

- (a) What does Source A tell us about living and working conditions in the early nineteenth century? (4)

**Target: Comprehension and inference from an historical source (AO 6.2)**

**Level 1: Answers that select details from the source** 1  
e.g. They worked round the fire to keep warm. (1)

**Level 2: Answers that draw a simple inference from source** 2-3  
e.g. They worked at home and had the door open for light. (2)

**Level 3: Answers that develop a complex inference from source** 4  
e.g. Living and working took place in the same place. Different generations worked together. (4)

- (b) What different impression of the living and working conditions in the early nineteenth century do you get from Source B? (6)

**Target: Comprehension and inference from two historical sources (AO 6.2)**

**Level 1: Answer that selects details from the source** 1-2  
e.g. Source B says that 400 workers were in one room. (1)

**Level 2: Answers that provide a simple comparison based on the details of both sources** 3-4  
e.g. The impression in Source A is that there is only a few people working but B says it says that there could be 400 people in the room. (3)

**OR**

**Answers that may use both sources but provide an inference from one**  
e.g. The impression in Source A is of a simple room with few possessions but in B it says they had books and pianos and sofas. (3)

**Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** 5-6  
e.g. In Source A the impression is one of a simple room in which everyone works and lives. The woman at the back is cooking the meal. Everyone is working for the family. In Source B it is very different. The working goes on in the factory and the living is done in houses provided by the employer. (5)

- (c) Why do you think Sources A and B give different views? (7)

**Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO 6.1, AO 6.2)**

**Level 1: Answers that select details from sources 1-2**

**OR**

**Answers that say how the sources are different**

e.g. They are different because A is a picture and B is a newspaper article. (1)

**Level 2: Answers based on simple reasoning based on differences in author, audience, time or place 3-5**

e.g. Source B was written in 1814 and Source A was written much later in 1844. Source A is describing a different place from Source B. Perhaps things were different there. (4)

**Level 3: Answers based on developed reasoning based on differences in author, audience, time or place 6-7**

Answers will probably be based on how the authors acquired information or their intentions in writing.

e.g. Source B is describing an interesting industrial town. Britain was the first country to have an industrial revolution. Perhaps he wants to show the people in France how good it is for the workers. Source A is a decorative plate. It shows cottage industry which we had before factories. (7)

- (d) How useful is Source C for explaining attitudes to poor people? Explain your answer using Source C and your own knowledge. (8)

**Target: An evaluation of utility (AO 6.1, AO 6.2)**

**Level 1: Answers that assert a source or sources is useful or not because it tells us something about attitudes to poor people** 1-2

Answers may select details from the sources to support the answer.

e.g. Source C is useful because it says that God created property. (1)

**Level 2: Answers that explain that one source is useful or not because of its provenance in relation to attitudes to poor people** 3-5

e.g. Source C is useful because it is a churchman's view. (3)

e.g. Source C is useful because it is a bishop's view and it explains the church might believe this and this might be the view of many ministers. (5)

**OR**

**Answers that explain that Source C is useful or not through an understanding of its content in relation to attitudes to poor people**

e.g. Source C is useful because it shows that some people believed that God was punishing the poor for their laziness by making them poor. (4)

**Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to attitudes to poor people (6-8)** 6-8

e.g. Source C shows that an important churchman thought that God's will was that there should be poor people. There had to be poor people or God could not reward the hard working. If you opposed this you could be said to oppose God's will. If this view were widespread it would explain why so few working people went to the Church of England. It would explain the success of the Methodists. (8)

- (e) Is Source D an accurate interpretation of why so many people emigrated from Britain? (8)  
Explain your answer using Source D and your own knowledge.

**Target: An evaluation of an interpretation for accuracy (AO 6.1, AO6.3)**

**Level 1: Answers that describe the source and details of it or its provenance** 1-2  
e.g. It is accurate because it says after the Napoleonic wars people became interested in the colonies. (1)

**Level 2: Answers that assert Source D is either accurate or inaccurate. Candidates will test the source using their own knowledge or other sources of historical information** 3-5  
Answers stating that Source D is both accurate and inaccurate but with only simple development of one side will be marked at this level  
e.g. It is accurate because Source B shows how they would be making lots of things in factories and they would need somewhere to sell them. C shows an attitude that might drive people abroad so D is not showing that. (4)

**Level 3: Answers that assert Source D is both accurate and inaccurate in some respects. Candidates will test the source using their own knowledge or other sources of historical information** 6-8  
e.g. Source D is accurate. It says that there was appalling distress at home. There were bad harvests and riots for food, many of the industrial occupations produced injuries and stopped people working. This made them poor. The Church did not help in some ways as Source C shows. However there was political change and some people went for the freedom of a new land. So D does not mention that. It was not just poor people who emigrated; some wealthy people went abroad. (6)

- (f) Between 1815 and 1851 there were many attempts to improve the working conditions of people in Britain. Why was it so difficult to improve working conditions in Britain? (12)

**Target: An understanding and evaluation of causation (AO 6.1, AO 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the difficulty of improving the working conditions in Britain** 1-2  
e.g. In 1815 Sir Robert Peel's Act limited the hours a child could work in the cotton mills to 12. (1)

**Level 2: Answers that comment briefly on several factors, to do with the difficulty of improving the working conditions in Britain** 3-6  
e.g. Working conditions were difficult to improve because many of the people in parliament had an interest in the factories and working conditions. There was different information about different factories and no one had a clear picture so they had to get evidence. (3)

**OR**

**Answers that identify and explain one factor, in depth to do with the difficulty of improving the working conditions in Britain.**

e.g. The working conditions of children were difficult to improve because the parents wanted the children to work and lied about the ages of the children. It was not until 1837 that it was compulsory to register births. Shift systems still allowed children to work after the 1833 Factory Act. (3)

**Level 3: Answers that recognise and explain several factors to do with the difficulty of improving the working conditions in Britain in specific detail or provide details of the links between factors** 7-10

e.g. The main idea of the time was laissez faire which means that the government should not interfere in the lives of the people. Factory owners did not want the government passing laws that might cost them money. It was often said that if the workers did not want to work long hours they need not. However most workers could not afford to work less. There was a lack of evidence about different working conditions. So there were many reports and Commissions into working conditions. It was always a problem to check up on the factories that broke the regulations. The 1833 Factory Act allowed for only four inspectors and there were thousands of factories. Employers got round the regulation of hours by using a shift system. (7)

**Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved** 11-12

**Question 2**

- (a) Who opposed the building of the early railways? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question** 1-3

Answers will show simple recognition of opposition to the railways.  
e.g. There were some people who believed that the sparks of the engines would set the fields alight and frighten the cattle. (2)

**Level 2: Explanation shows understanding in a broader context of the period** 4-6

Answers will show knowledge of some distinctive features of opposition to the railways.  
e.g. The landowners opposed railways at the start because it crossed their land. Canal companies opposed the railways because they saw them as competition to their business. (4)

- (b) Using Source E and your own knowledge, explain the problems facing the early railway builders. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes the early railways** 1-3

e.g. The early railways used wooden tracks. (1)

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the problems of the early railways** 4-6

e.g. The railways had to find money to pay for the right to make a railway. The company had to raise this money from investors. (4)

**Level 3 Explains more than one aspect related to the problems of the early railways** 7-9

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.  
e.g. The railways had to find money to pay for the right to make a railway. The company had to raise this money from investors. This was before they had put down any track. They had to lay tracks over swamps, through hills and across valleys with viaducts. They met many engineering problems. (7)

- (c) Why were railways important for the social and industrial development of Britain? (15)
- Target: Explanation of an historical problem, issue or threat (AO 6.1)**
- Level 1: Provides some details or narrative of the development of the railways** 1-3  
e.g. The railways allowed everyone to get around more quickly. (1)
- Level 2: Simple explanation based on limited or immediate reasons for the social and industrial importance of the development of the railways** 4-8  
e.g. The railways needed lots of iron and wood and coal so more raw materials had to be found. All those industries got a boost. In 1848 the railways used more than a quarter of all the iron produced in Britain. (5)
- Level 3: Explanation based on a broader perspective of the social and industrial importance of the development of the railways** 9-12  
e.g. The railways increased employment. There were jobs not just in making the railways for the navvies but also in running them once they had been built. Towns grew up around important railway works such as at Darlington, Swindon and Crewe. Information spread more widely not just through people seeing for themselves on day trips but through newspapers and letters. The Penny Post used the railways. The News of the World was founded in 1843. (10)
- Level 4: Offers a balanced and comprehensive explanation of the social and industrial importance of the development of the railways** 13-15

**Question 3**

- (a) Who opposed Parliamentary Reform? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question** 1-3

Answers will show simple recognition of opposition to Parliamentary Reform.  
e.g. Some people did not like change. They said that the system had worked well for a long time. (2)

**Level 2: Explanation shows understanding in a broader context of the period** 4-6

Answers will show knowledge of some distinctive features of opposition to Parliamentary Reform.  
e.g. The opposition to Parliamentary reform was often based on the fear that it would lead to revolution. There had been a revolution in France in 1789. The landowners had the main advantage of the present system. The Duke of Wellington was the most influential of the people opposing the reforms. (6)

- (b) Using Source F and your own knowledge, explain the ways that elections were corrupt and unfair in the first half of the nineteenth century. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes elections** 1-3

e.g. There were pocket boroughs and potwallopers and voting was not secret. (2)

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the corruption and unfairness of elections** 4-6

e.g. The system was unfair because the people who created the wealth had no say in how it was spent. The wealth of the country grew with the Industrial Revolution but it was unfair that businessmen did not have say in how their taxes were spent. The land was no longer the only source of wealth. (6)

**Level 3 Explains more than one aspect related to the corruption and unfairness of elections** 7-9

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

e.g. The system was unfair because people who had no say in how it was spent made so much of the country's wealth. The elections themselves were corrupt because everyone knew how you voted. There was much bribery and violence. People would sell their vote to the highest bidder. (8)



(c) Why was the 1832 Parliamentary Reform Act important? (15)

**Target: Explanation of an historical problem, issue or threat (AO 6.1)**

**Level 1: Provides some details or narrative of the Parliamentary Reform Act 1-3**

e.g. The Act redistributed the seats. Some boroughs lost their MPs or were left with only one. (1)

**Level 2: Simple explanation based on limited or immediate reasons for the importance of the Parliamentary Reform Act 4-8**

e.g. Before the Reform Act one man in ten could vote after the Act it was one in five. Most of these people were middle class. (6)

**Level 3: Explanation based on a broader perspective of the importance of the Parliamentary Reform Act 9-12**

e.g. The Reform Act redistributed seats to the North of England and gave a voice to the North. The middle classes had representatives and they looked at more of the social problems such as poverty and living and working conditions. Of course the Act held off further reform for a while and stopped the prospect of Revolution. (11)

**Level 4: Offers a balanced and comprehensive explanation of the importance of the Parliamentary Reform Act 13-15**

**OPTION C: ELIZABETHAN ENGLAND, 1558-1603****Question 1**

- (a) What does Source A tell us about Queen Elizabeth's attitude to Mary, Queen of Scots? (4)

**Target: Comprehension and inference from an historical source (AO 6.2)**

**Level 1: Answer that selects details from the source** 1  
e.g. Elizabeth is pleased for her cousin. (1)

**Level 2: Answers that draw a simple inference from source** 2-3  
e.g. Elizabeth believes in the divine right of kings. (2)

**Level 3: Answers that develop a complex inference from source** 4  
e.g. Elizabeth wants some guarantees of good behaviour before she will help Mary. (4)

- (b) What different attitude to Mary, Queen of Scots do you get from Source B? (6)

**Target: Comprehension and inference from two historical sources (AO 6.2)**

**Level 1: Answer that selects details from the source** 1-2  
e.g. Source B says that she tried to marry the Duke of Norfolk. (1)

**Level 2: Answers that provide a simple comparison based on the details of both sources** 3-4  
e.g. The impression in Source A is that Elizabeth wants to help but B says it she should be punished. (4)

**OR**

**Answers that may use both sources but provide an inference from one**  
e.g. The impression in Source B is one that accuses Mary of causing trouble but in A she promises help. (3)

**Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** 5-6  
e.g. In Source A and B Mary is at the centre of rebellions and disputes between subjects and their sovereign. She has left Scotland under a cloud. They rebelled against her and she has stirred things up in England. (5)

- (c) Why do you think Sources A and B give different views? (7)

**Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO 6.1, AO 6.2)**

**Level 1: Answers that select details from sources 1-2**

**OR**

**Answers that say how the sources are different**

e.g. They are different because A is a letter to Mary but B is a letter to Elizabeth.  
(1)

**Level 2: Answers based on simple reasoning based on differences in author, audience, time or place 3-5**

e.g. Source B was written in 1572 and Source A was written much earlier. Source A is from Elizabeth but B is from Parliament about Mary to Elizabeth.  
(4)

**Level 3: Answers based on developed reasoning based on differences in author, audience, time or place 6-7**

Answers will probably be based on how the authors acquired information or their intentions in writing.

e.g. In Source A Elizabeth is extending a friendly hand to Mary who has had a hard time. In Source B Parliament are outraged that Mary has abused the hand of friendship shown to her. She has been involved in the Ridolfi plot. They see Mary as a danger. (6)

- (d) How useful is Source C for explaining the changes in Elizabeth's policy to English Roman Catholics? Explain your answer. (8)

**Target: An evaluation of utility (AO 6.1, AO 6.2)**

**Level 1: Answers that assert a source or sources is useful it tells us something about Elizabeth's policy to Catholics** 1-2

Answers may select details from the sources to support the answer.

e.g. Source C is useful because it says that the policy was failing because there were more Catholics. (1)

**Level 2: Answers that explain that one source is useful because of its provenance in relation to changes to Elizabeth's policy to Catholics** 3-5

e.g. Source C is useful because it is the Spanish ambassador reporting to his master about the effects of Philip's actions. (4)

**OR**

**Answers that explain that Source C is useful through an understanding of its content in relation to changes to Elizabeth's policy to Catholics**

e.g. Source C is useful because it shows that if the numbers of Catholics were increasing then Elizabeth would need to change her policy because her old policy is not working. (4)

**Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to changes to Elizabeth's policy to Catholics** 6-8

e.g. Source C shows that Philip was monitoring the effect of his investment in the Seminary colleges through his Ambassador in England. Campion's mission was about to start. In the 1580s there was the Throckmorton Plot and the assassination of William of Orange. Elizabeth's policy became much harsher to Catholics. (7)

- (e) Is Source D an accurate interpretation of the importance of the death of Mary, Queen of Scots? Explain your answer. (8)

**Target: An evaluation of an interpretation for accuracy (AO 6.1, AO 6.3)**

**Level 1: Answers that describe the source and details of it or its provenance** 1-2  
e.g. It is accurate because it says that Mary was a threat to Elizabeth and she was from day one. (1)

**Level 2: Answers that assert Source D is either accurate or inaccurate. Candidates will test the source using their own knowledge or other sources of historical information** 3-5  
Answers stating that Source D is both accurate and inaccurate but with only simple development of one side will be marked at this level.  
e.g. It is not accurate because Source C shows that Philip was involved in keeping English Catholicism going long before Mary died. Source D makes it seem like he only realised this when she was killed. (3)

**Level 3: Answers that assert Source D is both accurate and inaccurate in some respects. Candidates will test the source using their own knowledge or other sources of historical information** 6-8  
e.g. Source D says that Philip realised the need for an invasion from 1587 but he had been building a fleet from 1585. From the complaints in Source C Mary does appear to have been at the centre of plots that English Catholics made up. So it is right that English Catholics would be disappointed. (6)

- (f) During her reign Queen Elizabeth faced several Catholic plots and the Spanish Armada. (12)  
Why was Queen Elizabeth able to overcome the Catholic threat?

**Target: An understanding and evaluation of causation (AO 6.1, AO 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of Queen Elizabeth and Catholic plots** 1-2  
e.g. The Elizabethan navy defeated the Armada. They had superior guns and could fire them from a longer and safer range. (1)

**Level 2: Answers that comment briefly on several factors, to do with Queen Elizabeth overcoming Catholic plots** 3-6  
e.g. Elizabeth had an efficient secret service under Walsingham. Many English people liked the more tolerant middle way. The plots were poorly organised and to succeed would have needed much luck. Elizabeth kept one key element - Mary well guarded. (4)

**OR**

**Answers that identify and explain one factor, in depth to do with Queen Elizabeth overcoming Catholic plots**

e.g. Many English people liked the more tolerant middle way she tried to maintain. Elizabeth built up her strength and proved a good diplomat. By the time that the Pope saw her true colours and excommunicated her she was well established. (4)

**Level 3: Answers that recognise and explain several factors to do with Queen Elizabeth overcoming Catholic plots in specific detail or provide details of the links between factors** 7-10

e.g. Elizabeth overcame Catholic threats by being elusive to start with. Her settlement in the Acts of Supremacy and Uniformity (1559) left many people guessing as to her true intentions. This bought her time for English people to appreciate the middle way. This meant that there was not popular support for rebellion. Mary Queen of Scots was well guarded and when she became too difficult to guard was executed. None of the plots against Elizabeth had adequate foreign backing to succeed. Philip was wary of committing his resources if a cheap way of reclaiming England could be found. He encouraged Jesuits and Seminaries to reconvert England. This however took time and Elizabeth consolidated her position and built up her forces. She felt strong enough to aid his opponents thereby buying herself more time. (8)

**Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved** 11-12

**Question 2**

- (a) Who were the Puritans? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question 1-3**

Answers will show simple recognition of the Puritans.

e.g. The Puritans wanted a more extreme church system. Some had high positions in the government. (2)

**Level 2: Explanation shows understanding in a broader context of the period 4-6**

Answers will show knowledge of some distinctive features of who were Puritans.

e.g. The Puritans were a religious group who wanted changes to the religion in England. They wanted to make it more Protestant. The churches would become plain and the services would be simple with no music. All paintings, statues, stained-glass windows and organs would be removed from churches. (4)

- (b) Using Source E and your own knowledge explain how Queen Elizabeth tried to control the Puritans. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes the Puritans 1-3**

e.g. Some Puritans did not like the theatre. They disapproved of dancing. They wanted to control people's morality. (2)

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to controlling the Puritans 4-6**

e.g. The Queen tried to get her Archbishops of Canterbury to control the church Parker made all priests wear vestments. In London 30 priests refused and were expelled from the Church. She suspended Archbishop Grindal when he refused to ban 'prophesyings'. (5)

**Level 3 Explains more than one aspect related to controlling the Puritans 7-9**

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

e.g. The Queen used her archbishops to lay down the law; they expelled priests who were too Puritan. Elizabeth used fear of punishment to force the Puritans to behave such as when she cut off Stubbs' hand. She could lock up Puritans as she did with Cope a Puritan MP. (7)

- (c) Why did Queen Elizabeth disapprove of the Puritans? (15)

**Target: Explanation of an historical problem, issue or threat (AO 6.1)**

**Level 1: Provides some details or narrative of the Puritans and Elizabeth's disapproval** 1-3

e.g. In 1586 Sir Anthony Cope, a Puritan MP, introduced a bill to abolish bishops and establish a new prayer book. Elizabeth imprisoned Cope and four of his supporters in the Tower of London. (1)

**Level 2: Simple explanation based on limited or immediate causes of Elizabeth's disapproval of the Puritans** 4-8

e.g. The Puritans in Parliament were the most awkward to deal with. They challenged Elizabeth's right to rule. There were demands for free speech. From free speech in religious matters they might move on to free speech in other matters. (6)

**Level 3: Explanation based on a broader perspective of Elizabeth's disapproval of the Puritans** 9-12

e.g. The Puritans threatened to upset the delicate balance that Elizabeth had created where Catholics and most Protestants could co-exist in loyalty to the monarch. Puritans attacked Elizabeth's authority to rule and make decisions. It is unlikely that Elizabeth sympathised with the high moral tone of the Puritans. (10)

**Level 4: Offers a balanced and comprehensive explanation of Elizabeth's disapproval of the Puritans** 13-15



**Question 3**

- (a) Where did Englishmen go on overseas voyages at this time? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question** 1-3

Answers will show simple descriptions of the places travelled to.

e.g. John Hawkins went to Africa during the 1560s. He captured people to sell as slaves to the Spanish settlers in Central America. (3)

**Level 2: Explanation shows understanding in a broader context of the period** 4-6

Answers will show knowledge of the places travelled to.

e.g. The voyages were to new places out of curiosity and looking for new opportunities. Lancaster sailed round Africa to the East Indies. Drake went right round the world. Raleigh tried to establish an English colony in North America. (5)

- (b) Using Source F and your own knowledge explain the difficulties that English sailors faced in their voyages of discovery. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes the difficulties that faced English sailors** 1-3

e.g. The sailors went hungry if they were becalmed or the water would go off in the barrels. (1)

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the difficulties that faced English sailors** 4-6

e.g. English sailors could not know what lay ahead for them in each new place. Sometimes they might not be able to communicate if they did not know the language. Problems could happen and they might be attacked as Drake was on the island of Mocha. (4)

**Level 3: Explains more than one aspect related to the difficulties that faced English sailors** 7-9

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

e.g. The sailors faced attacks by native peoples and the Spanish would strongly defend the treasure that English sailors wanted. Many sailors were injured or killed through these conflicts. They faced death from hunger and starvation but dying of thirst was far more likely because of the problems of storing water and navigating in new areas was a vague science at the time. (7)

- (c) Why were the voyages of discovery important? (15)
- Target: Explanation of an historical problem, issue or threat (AO 6.1)**
- Level 1: Provides some details or narrative of the voyages of discovery** 1-3  
e.g. In September Sir Francis Drake landed at Plymouth in the Golden Hind. (1)
- Level 2: Simple evaluation of the importance of voyages of discovery** 4-8  
e.g. The voyages set up several new trading companies especially in the East and with Russia. Merchants, nobles and the Queen became very wealthy. (4)
- Level 3: Evaluation of the voyages of discovery based on a broader perspective** 9-12  
e.g. The voyages set up several new trading ventures especially in the East and with Russia. Merchants, nobles and the Queen became very wealthy. They made profits from captured cargoes of gold and silver. The voyages were important because they strengthened the navy and made England better defended. The skills of the sailors improved and so the Spanish Armada was defeated. Some colonies were established in North America, Africa and India. (10)
- Level 4: Offers a balanced and comprehensive evaluation of the importance of the voyages of discovery** 13-15

**OPTION D: GERMANY 1919-1945****Question 1**

- (a) What does Source A tell us about the Munich Putsch? (4)

**Target: Comprehension and inference from an historical source (AO 6.2)**

**Level 1: Answer that selects details from the source** 1  
e.g. Kahr had spoken for half an hour then Hitler came in. (1)

**Level 2: Answers that draw a simple inference from source** 2-3  
e.g. Hitler interrupted the meeting. Hitler was the leader of the Putsch. (2)  
It was a violent revolution because of the weapons and soldiers. (3)

**Level 3: Answers that develop a complex inference from source** 4  
e.g. Hitler was expecting trouble so it was a fully armed military revolution. It was wise because the people in the hall did not like Hitler's ideas. (4)

- (b) What different impression of the Munich Putsch do you get from Source B? (6)

**Target: Comprehension and inference from two historical sources (AO 6.2)**

**Level 1: Answer that selects details from the source B** 1-2  
e.g. Source B shows Hitler talking to the people. (1)

**Level 2: Answers that provide a simple comparison based on the details of both sources** 3-4  
e.g. In Source A there are guns but I can't see any in B. (3)

**OR**

**Answers that may use both sources but provide an inference from one**  
e.g. In Source A Hitler rushes in and shouts about the National Revolution but in B he is talking normally and they are all listening carefully to him. (4)

**Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** 5-6  
e.g. In Source A the impression is one of violent action and excitement. But in Source B it is very different. The picture shows Hitler calmly talking and reasoning with the people and they are all keen to hear him. But in A they do not want the Putsch. (6)

- (c) Why do you think Sources A and B show different views? (7)

**Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO 6.1, AO 6.2)**

**Level 1: Answers that select details from sources 1-2**

**OR**

**Answers that say how the sources are different**

e.g. They are different because in Source A Kahr is speaking and in B Hitler is speaking. (1)

**Level 2: Answers based on simple reasoning based on differences in author, audience, time or place 3-5**

e.g. Source B was written in 1923 and Source A was written much later in 1933. The person in Source A, Muller, might be drunk. (4)

Muller is trying to get Hitler sent to prison because like everyone in the Hall he does not want the Putsch to happen. So he is speaking at the trial saying how violent Hitler is. (5)

**Level 3: Answers based on developed reasoning based on differences in author, audience, time or place 6-7**

Answers will probably be based on how the authors acquired information or their intentions in writing.

e.g. The sources differ because they are from different periods. Source B is written after the Nazis have come to power. It remembers a great moment in their history. It does not show violence but reason. There are no weapons or beer. Source A might be trying to get Hitler locked up or set free because he is on trial. (7)

- (d) How useful is Source C for explaining the Nazi Party's plans after 1923? Explain your answer. **Marks**  
(8)

**Target: An evaluation of utility (AO 6.1, AO 6.2)**

**Level 1: Answers that assert a source or sources is useful or not because it tells us something about the Nazi Party's plans after 1923** **1-2**

Answers may select details from the sources to support the answer.  
e.g. Source C is useful because it says that the Nazis will use legal means for the revolution. (1)

**Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the Nazi Party's plans after 1923** **3-5**

e.g. Source C is useful because it is Hitler's head of propaganda speaking and it would be hard for him not to know what they were going to do. (3)

**OR**

**Answers that explain that Source C is useful or not through an understanding of its content in relation to the Nazi Party's plans after 1923**

e.g. Source C is useful because it shows that the Nazis hated Weimar and were dedicated to destroying the government and the system. They would destroy it legally.(5)

**Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the Nazi Party's plans after 1923** **6-8**

e.g. Source C shows that Goebbels and the Nazis had learned the lessons of the Putsch. They were not going to seize power illegally but win votes and get power through elections. The head of propaganda would need to produce all the publicity for the elections in May 1928. (7)

- (e) Is Source D an accurate interpretation of the weakness of the Weimar system of government? Explain your answer. (8)

**Target: An evaluation of an interpretation for accuracy (AO 6.1, AO 6.3)**

**Level 1: Answers that describe the source and details of it or its provenance** 1-2  
e.g. It is accurate because it says the proportional representation was a weakness of the system and allowed many political parties to exist. (1)

**Level 2: Answers that assert Source D is either accurate or inaccurate. Candidates will test the source using their own knowledge or other sources of historical information** 3-5  
Answers stating that Source D is both accurate and inaccurate but with only simple development of one side will be marked at this level.  
e.g. It is accurate because Source C shows the Nazis are a political party and it is using all the things democracy provides to get their message across and Source D says that parties would not compromise and C says that is how the Nazis would work to paralyse democracy. (5)

**Level 3: Answers that assert Source D is both accurate and inaccurate in some respects. Candidates will test the source using their own knowledge or other sources of historical information.** 6-8  
e.g. Source D says that PR fragmented the political system. After the Depression the President had to rule by decree under Article 48 because the parties would not co-operate. Source C shows that the Nazis were just such a party. They were determined to destroy the system. As Source D says they had a lack of principle. However the Source D does not show that Weimar was under an impossible burden of debt repayment and reparations, all during the Depression. The political system had no tradition of democracy. (6)

- (f) In 1928 the Nazis had 12 seats in the Reichstag; in 1933 they had 288. Why was the Nazi party so successful in elections from September 1930 to March 1933? (12)

**Target: An understanding and evaluation of causation (AO 6.1, AO 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the electoral success of the Nazi Party** 1-2

e.g. The Nazis won 12 seats in May 1928 and then in September 1930 they won 107. (1)

**Level 2: Answers that comment briefly on several factors, to do with of the electoral success of the Nazi Party** 3-6

e.g. The Nazis won because people were frightened of them. Hitler was an excellent speaker and could wind an audience up. The Nazis used the radio to broadcast their message. (4)

**OR**

**Answers that identify and explain one factor, in depth to do with the electoral success of the Nazi Party**

e.g. The electoral success of the Nazis was based on the Depression. People were desperate. Unemployment was over 6 million. The American money that had come to Germany under the Dawes plan was stopped. Unemployment pay was 7 marks a week. People listened to Hitler when he blamed the Jews and Communists. (5)

**Level 3: Answers that recognise and explain several factors to do with the electoral success of the Nazi Party in specific detail or provide details of the links between factors** 7-10

e.g. There were lots of different reasons for the Nazis electoral success. Hitler was a charismatic speaker and leader. The other political leaders were dull. Hitler had a good propaganda chief in Goebbels. He exploited the radio and large public meetings to get the message across. Hitler's message was simple and easy to grasp. He blamed the Communists and Jews. He made a virtue of saying that the Nazis were not like the other parties which he lumped together. The German people had simple choice between them and the other politicians. The SA made a great show at meetings and would beat up their opponents. (8)

**Level 4: Answers that develop out of Level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved** 11-12

**Question 2**

- (a) Who opposed Nazi rule after Hitler came to power? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question** 1-3

Answers will show simple recognition of the opposition groups.  
e.g. The young people did not like the Hitler Youth. Some Christians did not like the Nazis. (2)

**Level 2: Explanation shows understanding in a broader context of the period** 4-6

Answers will show knowledge of some distinctive features of the opposition groups  
e.g. The Roman Catholics did not like the way their priest were treated and their young people did not want to go to the Hitler Youth. As it became obvious that Germany was heading to war groups of influential Germans gathered together to discuss opposition like the Kreisau circle. (5)

- (b) Using Source E and your own knowledge, explain how people opposed and resisted Nazi rule after Hitler came to power. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes the opposition in simple terms** 1-3

e.g. The young people did not want to go on camps and sing songs and do ten-mile runs. (2)

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the methods of opposition and resistance** 4-6

e.g. Stauffenberg tried to blow Hitler up but he was only injured. There were several attempts to kill Hitler. (4)

**Level 3 Explains more than one aspect related to the methods of opposition and resistance** 7-9

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

White Rose group organised students at Munich University to criticise the Nazis and they distributed leaflets. Some young people especially in industrial areas like to beat up the Hitler Youth patrols. The Protestants of the Confessing Church held prayer meetings that led to criticism of the German Christian pastors. The Social Democrats who had to leave Germany kept up a system of informers to monitor what was happening in Germany and passed reports to Prague. (8)



- (c) Why did some people resist and oppose Nazi rule after Hitler came to power? (15)

**Target: Explanation of an historical problem, issue or threat (AO 6.1)**

**Level 1: Provides some details or narrative of the resistance and opposition to the Nazis 1-3**

e.g. A Protestant minister, Dietrich Bonhoeffer, tried to seek help from the allies. He was arrested in 1943 and executed in 1945. (1)

**Level 2: Simple explanation based on limited or immediate causes of the resistance and opposition to the Nazis 4-8**

e.g. The many influential and high-ranking Germans believed that Hitler was ruining Germany. Members of the Beck-Goerdeler group were prepared to try to kill Hitler to save Germany. (5)

**Level 3: Explanation based on a broader perspective of the reasons for resistance and opposition to the Nazis 9-12**

e.g. Many Christians resisted the Nazis because they did not like the values and ideas of Nazism. Christians believed in compassion, and charity but Nazism believed in the victory of the strong over the weak. Many Germans did not like the violence of the Nazis who believed the end justified the means. The Edelweiss pirates had a completely different culture to the Hitler Youth. They rejected the Hitler Youth because it did not allow for individuality. (10)

**Level 4: Offers a balanced and comprehensive explanation of the reasons for resistance and opposition to the Nazis 13-15**

**Question 3**

- (a) What were the main features of Weimar culture between 1919 and 1929? (6)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question** 1-3

Answers will show simple recognition of Weimar culture.

e.g. Some of the art of Weimar was of everyday scenes but it was abstract. It made people think and made social comments. (3)

**Level 2: Explanation shows understanding in a broader context of the period** 4-6

Answers will show knowledge of some distinctive features of Weimar culture.

e.g. The culture of Weimar was different from the pre-war culture. Art was commenting on society in the 'new objectivity' of Grosz and Dix. New films like the 'Metropolis' by Fritz Lang were very advanced. Some people considered Berlin nightlife to be very decadent. The Bauhaus style was a simple approach to design that brought art and craft together. (6)

- (b) Explain how the Nazis tried to control the culture of Germany after 1933. (9)

**Target: Understanding of the key features of the period (AO 6.1)**

**Level 1: Describes the culture of Nazi Germany in simple terms** 1-3

e.g. The Nazis did not like abstract paintings. Everything had to be understood by the common people. (2)

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the control of the culture of Nazi Germany** 4-6

e.g. The Nazis set up the Reich Chamber of Culture. This gave Goebbels the right to say who could be musician, a journalist or a writer. So by 1935 1,300 leftwing Journalists had lost their jobs. (5)

**Level 3 Explains more than one aspect related to the control of the culture of Nazi Germany** 7-9

At this level responses will explain more than one or two aspects apart from those suggested in the quotation.

e.g. The Nazis controlled all the key jobs in the media. They controlled the radio. By 1939 70% of German households had a radio. In 1933 the Nazis burned books to send a warning to writers. They did the same with paintings in 1936. They organised a 'House of Art' in Munich to display approved paintings. The Nazis staged grand events like the Olympics in 1936. (8)

- (c) Why were the Nazis successful in keeping the support of most of the German people in the years 1933-1939? (15)

**Target: Explanation of an historical problem, issue or threat (AO 6.1)**

- Level 1: Provides some details or narrative of support for the Nazis 1933-1939** 1-3  
e.g. The Nazis gained some support because they provided work through the Arbeitdienst. (1)
- Level 2: Simple evaluation of the success of the Nazis in keeping the support of the German people 1933-1939** 4-8  
e.g. The Nazis kept up a relentless propaganda campaign to tell the German people what would retain their support. Big events like the Olympics were a great success for the Nazis in 1936. The German people did not hear about bad things and believed that the reoccupation of the Rhineland was part of the promise to restore Germany's pride and place in the world. (6)
- Level 3: Evaluation of the success of the Nazis in keeping the support of the German people 1933-1939** 9-12  
e.g. The Nazis controlled and manufactured the information that the German people received. They relied upon threats and fear. They created a climate of suspicion that had people informing on each other. Many Germans believed the message that Hitler put out. He a strong leader and he was restoring German pride. For many Germans the only way to make a living was to go along with the Nazi ideas and join the party. Many German people did believe in the ideas of the Nazis. Some form of prosperity was returning to Germany. And of course there was no alternative to the Nazis. Hitler had abolished other parties on 14 July 1933. The Reichstag was disabled after the Enabling Act. The German had to support or go along with the Nazis at this time. (10)
- Level 4: Offers a balanced and comprehensive evaluation of the success of the Nazis in keeping the support of the German people 1933-1939** 13-15