

GCSE 2004

June Series



Mark Scheme

History Specification A Paper Two (3041/3046)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GENERAL CERTIFICATE OF SECONDARY EDUCATION
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 life on the Great Plains? (4)

Target: Comprehension and inference from an historical source (AO2)

- Level 1: Answers that select details from the source** 1
e.g. They had plenty of gatherings. (1)
- Level 2: Answers that draw a simple inference from the source** 2-3
e.g. There were lots of different social events. The people were all religious. (2)
- Level 3: Answers that develop a complex inference from the source** 4
e.g. There was a good social life on the Plains. People co-operated to provide and improve communal facilities like the village hall or schoolhouse. (4)

- (b) What different view of life on the Great Plains do you get from **Source B**? (6)

Target: Comprehension and inference from two historical sources (AO2)

- Level 1: Answers that select details from Source B** 1-2
e.g. Source B says that it is not very cheerful. (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 all meet up regularly but Source B says it was boring. (3)

OR

Answers that may use both sources but provide an inference from one
e.g. The impression in Source A is of a vigorous local community but in Source B it is not very cheerful. (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 lively local community but in Source B it is very different. The writer describes the loneliness and isolation of the life they lead. (5)

- (c) Why do you think **Sources A and B** give different views? (7)
Explain your answer using **Sources A and B and your own knowledge.**

Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1&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 Source A says there are church meetings and Source B says there are not. (1)

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

e.g. Source A was written about Nebraska in 1878 by someone who lived there. Source B is describing several places in 1893. (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. The doctor would have a good life because he was an important person in the town. The journalist who wrote the article might want to discourage people because too many people are moving west. If it was written in the winter it may have been a bit dull. (6)

- (d) How useful is **Source C** for explaining why white people moved onto the Great Plains? (8)
Explain your answer using **Source C and your own knowledge.**

Target: An evaluation of utility (AO1&2)

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the Plains 1-2

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

e.g. Source C is useful because it says that there is land. (1)

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to white people moving onto the Plains 3-5

e.g. Source C is useful because it shows that railroad companies advertised for people to settle. (3)

OR

Answers that explain that Source C is useful or not through an understanding of its content in relation to white people moving onto the Plains

e.g. Source C is useful because it shows that there was plenty of cheap land. (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 white people moving onto the Plains 6-8

e.g. Source C shows that there was a lot of active propaganda by the railroad companies to attract settlers. It is useful because it shows us that they were trying to create a market for transport and goods by attracting settlers. It looks good land and lots of it. The price is very cheap. There were other reasons why people went west but this shows how easy it seemed to make the move. (7)

- (e) Is **Source D** an accurate interpretation of the part played by women in the American West? (8)
Explain your answer using **Source D and your own knowledge.**

Target: An evaluation of an interpretation for accuracy (AO1&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 women helped on the farm. (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 B shows that it was pretty depressing for women with nothing to do. (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. It is not accurate because Source B shows that it was pretty depressing for women with nothing to do and I know that there were sod houses like the building in Source A. Insects used to drop on you and in the food. Women would not like that. Many women died because of the poor medical facilities available. But there is plenty of evidence that women shared in the belief in Manifest Destiny and many of them made money on the Plains. It is accurate because women were a civilising influence. (7)

- (f) By 1895 white people had successfully settled in the American West. (12)
How important were the actions of the American government in the successful settlement of the Great Plains by white people?
Explain your answer using **the sources and your own knowledge.**

Target: An understanding and evaluation of causation (AO1&2)

Level 1: Answers that provide general statements, describe single factors or factual details of the actions of the American Government 1-2

e.g. The Homesteads Act in 1862 meant you could claim land if you lived on it for five years. (1)

Level 2: Answers that comment briefly on several factors, to do with the settlement of the Great Plains 3-6

e.g. The government was important in passing laws to help people settle. But the army was more important because it stopped the Indians. There were some important new inventions. (4)

OR

Answers that identify and explain one factor, in depth to do with the settlement of the Great Plains which may be the actions of the American Government

e.g. The government provided law and order which in the long term encouraged people to settle. The government paid for and directed the army to keep the Indians in order. The government passed laws like the Homesteads Act in 1862 which guaranteed people their land. The government also encouraged the railroad companies to open up the west. (6)

Level 3: Answers that recognise and explain several factors to do with the settlement of the Great Plains in specific detail or provide details of the links between factors 7-10

e.g. There were many reasons for the successful settlement of the West. Government actions were important but only one of the reasons. The hard work and sacrifices of the early pioneers was important. New technology allowed their efforts to work. There were new strains of wheat, wind pumps and ploughs as well as new techniques. The government provided law and order which in the long term encouraged people to settle. They supported the federal system. The government paid for and directed the army to keep the Indians in order. The government passed laws like the Homesteads Act in 1862 and Dawes Act, 1887, which guaranteed people their land and gave them opportunities. The government also encouraged the railroad companies to open up the west. (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) How did the tipi suit the way of life of the Plains Indians? (6)

Target: Understanding of the key features of the period (AO1)

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 tipi.

e.g. The tipi was made of buffalo skin. It had a fire in it.(1)

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

Answers will show knowledge of some distinctive features of how the tipi suited the Indians.

e.g. The tipi was warm in winter and cool in summer. It could be easily and quickly dismantled. The materials to repair it were readily available. The tipi used little wood, which was appropriate, because they had little on the Plains. The tipi poles formed a travois which suited the Indians' nomadic lifestyle. (5)

- (b) **Using Source E and your own knowledge**, explain how Plains Indian tribes were organised and governed. (9)

Target: Understanding of the key features of the period (AO1)

Level 1: Describes the Indian tribes 1-3

e.g. The Chiefs were the leaders and they held meetings to talk about things. They all smoked a pipe. (1)

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

e.g. The Chiefs did not order people about. They gave advice. Decisions were made and every one of the warriors had a voice to speak. It was puzzling to white men because the Indians did not have laws. Everything was controlled by custom. (5)

Level 3: Explains more than one aspect related to the government of Indian tribes 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 had different systems of government. Most of the time custom and tradition worked to keep everyone in order. Chiefs advised and were respected for their wisdom. Some tribes had chiefs for peace and chiefs for war. Some tribes had warrior societies sometimes graded by age. One such society was the dog soldiers of the Cheyenne. They protected the tribe and the buffalo. (7)

- (c) Why did some white people consider that the Plains Indians were uncivilised savages? (15)

Target: Explanation of an historical problem, issue or threat (AO1)

- Level 1: Provides some details or narrative of the Indians' lifestyle** 1-3
e.g. The Indians scalped people and mutilated bodies. Sometimes they cut bits off. (1)
- Level 2: Simple explanation based on limited or immediate causes of the views of the white people** 4-8
e.g. The white people viewed the practices of the Indians as cruel. They allowed their old people to die alone. The old often went out onto the Plains themselves to die. Sometimes there were accounts of children being left behind because they could not keep up. This was considered to be savage. (5)
- Level 3: Explanation based on a broader perspective of the views of the white people.** 9-12
e.g. The views of the white people were based on not understanding the nomadic lifestyle and the values of a people deeply in tune with their natural environment. The fact that they had no laws or government system seemed uncivilised. The Indians were not educated in the same way as whites in arithmetic and writing. The fact that they did not farm or have the concept of land ownership made them seem primitive. When the Indians fought the white man they often seemed to indulge in unnecessary cruelty to their enemies. A failure to stand and fight and a preference for hit and run raids did not make it seem as if the Indian had any honour. (10)
- Level 4: Offers a balanced and comprehensive explanation of the views of the white people.** 13-15

Question 3

- (a) What, for white people, was the Indian "problem"? (6)

Target: Understanding of the key features of the period (AO1)

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 Indian "problem".

e.g. The Indian problem was that they kept attacking the white travellers across the Plains. (1)

Level 2: Explanation shows understanding in a broader context of the period 4-6
Answers will show knowledge of some distinctive features of the Indian "problem".

e.g. The Indians occupied land that could be farmed and had valuable minerals. The Indians made the West insecure for the white people. In another sense the problem was what to do about the Indians! (5)

- (b) **Using Source F and your own knowledge**, explain why the Sand Creek Massacre of 1864 happened. (9)

Target: Understanding of the key features of the period (AO1)

Level 1: Describes the Sand Creek Massacre of 1864 1-3
e.g. Colonel Chivington and his men killed lots of Indians. It was a massacre because few of the Indians survived. The Indians raised the stars and stripes and a white flag. (2)

Level 2: Considers a singular cause (probably based upon the quotation offered) and/or mentions other aspects related to the Sand Creek Massacre of 1864 4-6
e.g. The massacre happened because Chivington was told that the Indians had not been promised protection by the government therefore he felt justified in attacking them. Chivington's men had come looking to kill Indians who they blamed for attacks on travellers, miners and railroad workers. (4)

Level 3 Explains more than one cause related to the Sand Creek Massacre of 1864. 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 were upset at being forced to abandon the Fort Laramie Treaty (1851) at Fort Lyon in 1861. They believed that the land had been given to them forever and the whites wanted to take it back so soon. Because of the Civil War regular troops were not available to defend the area of Colorado so irregular troops set to defending their area from Indian attacks. Sand Creek was a massacre that Chivington and his men thought he could get away with. They were retaliating for repeated attacks on travellers and mail. (7)

- (c) Why did many white people think that the Indian "problem" had been solved by 1895? (15)

Target: Explanation of an historical problem, issue or threat (AO1)

- Level 1: Provides some details or narrative of the Indian "problem"** 1-3
e.g. The Indian problem was over because the Indians had been defeated and the ones that were left were on reservations. (1)
- Level 2: Simple explanation based on limited or immediate causes of the end of the Indian "problem"** 4-8
e.g. The Indian problem had been solved because the buffalo had been wiped out. The powers of the chiefs had been taken over by the ordinary courts after 1885. Indians only had the same rights to land after the Dawes Act of 1887. No wonder white people thought the Indian problem was over. (6)
- Level 3: Explanation based on a broader perspective of the Indian "problem"** 9-12
e.g. The Indians had militarily been defeated after their success at the Battle of the Little BigHorn, 1876. They could never militarily match the US. They did not like to take heavy casualties. Army units had artillery and Gatling guns. The railroads better enabled the destruction of the buffalo herds. It seemed as if the frontier was closed as ranchers and homesteaders occupied and used the land. The reservations allowed the government to control the Indians. Oklahoma was opened up for white settlement on 22 April 1889. Indians gave up rights to land. (9)
- Level 4: Offers a balanced and comprehensive explanation of the Indian "problem"** 13-15

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

- (a) What does **Source A** tell us about attitudes in Scarborough to the railways? (4)

Target: Comprehension and inference from an historical source (AO2)

- Level 1: Answers that select details from the source** 1
e.g. They do not want vagrants to come to Scarborough on the railway. (1)
- Level 2: Answers that draw a simple inference from the source** 2-3
e.g. Certain types of people are not welcome if the railway brings them to Scarborough, but some are welcome. (2)
- Level 3: Answers that develop a complex inference from the source** 4
e.g. The railway is not welcome because it will change the character of the town. (4)

- (b) What different view of the railways do you get from **Source B**? (6)

Target: Comprehension and inference from two historical sources (AO2)

- Level 1: Answers that select details from Source B** 1-2
e.g. Source B says that rich and poor meet up on the railway. (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 the railway is a bad thing but Source B says it is a good thing. (3)

OR

Answers that may use both sources but provide an inference from one
e.g. The impression in Source A is that the railway will bring a flood of visitors but in Source B it says the railways will educate many people. (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 a negative one. It is unwelcome because it brings the poor into contact with the rich. In Source B it is an educational invention that opens peoples' eyes through contact with each other. (5)

- (c) Why do you think **Sources A and B** show different views? (7)
Explain your answer using **Sources A and B and your own knowledge.**

Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1&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 Source A is about Scarborough and it has many visitors. (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 for everyone to read. It is about the whole system but Source A is only about Scarborough. (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 writing an inspiring article about the railways. It will not be miserable. Railways were the big, exciting event at this time. Source A is a comment about plans for a railway. It is meant to persuade Parliament or local people not to have a railway. If you asked them afterwards they might welcome the extra business. (6)

- (d) How useful is **Source C** for explaining the effects of railways on other forms of transport? (8)
Explain your answer using **Source C and your own knowledge.**

Target: An evaluation of utility (AO1&2)

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about effects of the railways. 1-2

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

e.g. Source C is useful because it shows the railway and all the carriages full of people. (1)

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the effects of the railways on other forms of transport 3-5

e.g. Source C is useful because it shows that people admired the railway and its power enough to have a picture of it. (3)

OR

Answers that explain that Source C is useful or not through an understanding of its content in relation to the effects of the railways on other forms of transport

e.g. Source C is useful because it shows that the railways affected the horse drawn carriages. (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 the effects of the railways on other forms of transport. 6-8

e.g. Source C shows that many people understood that the railway was very important. They wanted a picture that illustrated what a change the railway had made. It is useful up to a point but, although long distance carriages did less business, short haul carts and coaches did thrive. So the picture is useful for showing part of the impact on other forms of transport. It does not show a canal either and they were affected by the railway. (8)

- (e) Is **Source D** an accurate interpretation of the results of the railways? (8)
Explain your answer using **Source D and your own knowledge.**

Target: An evaluation of an interpretation for accuracy (AO1&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 it brought new recreation to people. (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 says that people could make trips into the countryside. Source D talks about excursions. (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 says that there were new businesses, and transport speeded up. It also says that it made things cheaper. All of this is true. However it does not talk about making people richer or healthier. It does not mention lots of other results of the railway. People's diets changed, they became healthier because food could be transported more quickly. Newspapers spread information quickly. So Source D only tells part of the story. (7)

- (f) By 1851 most of Britain's main railway system had been built. People like George Stephenson, Isambard Kingdom Brunel and George Hudson contributed to this. (12)
How important was the role of individuals in the successful development of the railways before 1851?
Explain your answer using **the sources and your own knowledge.**

Target: An understanding and evaluation of causation (AO1&2)

Level 1: Answers that provide general statements, describe single factors or factual details about individuals like George Stephenson and I. K. Brunel 1-2

e.g. George Stephenson was a mining engineer who built the Stockton to Darlington railway. He designed the 'Locomotion' and his son Robert built it. His success led him to the completion of the Liverpool to Manchester railway line. (2)

Level 2: Answers that comment briefly on several factors to do with the building of the railways before 1851 3-6

e.g. The money that was available for railway building was vital. The skill of men like Stephenson was important. The hard work of the navvies made the railways a reality. Businessmen like George Hudson did much to create and end 'railway mania'. (4)

OR

Answers that identify and explain one factor in depth to do with the building of the railways before 1851

e.g. The solution to technical problems was a major factor in the development of the early railways. Stephenson showed how a fast and reliable locomotive could be constructed, and demonstrated this at Rainhill. He overcame problems of building the line such as Chat Moss, Olive Mount, Edgehill and the River Sankey. Brunel completed the two-mile Box Tunnel and the Royal Albert Bridge. The Regulating Act of 1846 was needed to sort out the problem of the competing gauges. (6)

Level 3: Answers that recognise and explain several factors to do with the building of the railways before 1851 in specific detail or provide details of the links between factors 7-10

e.g. The skill of men like Stephenson and Brunel was very important. George Stephenson built the Stockton to Darlington railway. He designed the 'Locomotion' and his son Robert built it. His success led him to the completion of the Liverpool to Manchester railway line. Stephenson showed how a fast and reliable locomotive could be constructed and demonstrated this at Rainhill. He overcame problems of building the line such as Chat Moss, Olive Mount, Edgehill and the River Sankey. Brunel, too was important for the GWR. However all of these developments required money. Parliamentary permission was expensive. Parliament was needed to govern the new form of transport. This affected the development e.g. the Regulating Act of 1846 which was needed to sort out the problem of the competing gauges, the Railway Act of 1844 to require cheap third class trains. Businessmen like George Hudson did much to create and end 'railway mania'. Arguably, without people like him, the railways would not have been built. The hard work of the navvies made the railways a reality. (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 supported factory 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 supporters of factory reform.

e.g. Many workers supported factory reform. (1)

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

Answers will show knowledge of some distinctive features of supporters of factory reform.

e.g. People like Robert Owen, Richard Oastler and Michael Sadler all supported factory reform. Men like Edwin Chadwick supported the move for factory reform with his enquiries. Many Evangelical Christians supported social and industrial reform. (6)

- (b) **Using Source E and your own knowledge**, explain how people tried to bring about factory reform. (9)

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

Level 1: Describes the factories or reform initiatives 1-3

e.g. Many young children worked in the mines and factories. The children were often ill treated. (1)

Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to bringing about factory reform 4-6

e.g. Richard Oastler wrote the 'Yorkshire slavery' letters that drew peoples' attention to the poor conditions in the mills of Yorkshire. The letters started off a furious debate in the Yorkshire press between reformers and factory owners. (5)

Level 3 Explains more than one aspect related to bringing about factory reform 7-9

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

e.g. The main way that people tried to bring about reform was through passing laws to force factory owners to change. A new act was passed in 1831 that applied only to cotton mills. Richard Oastler wrote letters and set up a campaign in his home, Fixby Hall, to try to get a ten hour working day for all. Another way that reform could be achieved was through finding out more about conditions. The conditions persisted because they were not known about. Chadwick headed a commission in 1833. (7)

- (c) How successful were attempts to reform factory conditions? (15)

Target: Evaluation of an historical problem, issue or threat (AO1)

- Level 1: Provides some details or narrative of factory reform** 1-3
e.g. The 1833 Factory Act said that children under 13 had to attend school for two hours. Children under 9 could not work at all. (1)
- Level 2: Simple evaluation based on limited or immediate reasons for the success or failure of factory reform** 4-8
e.g. The 1833 Factory Act was an improvement on the 1802, 1819 and 1831 acts which used the JPs, many of whom were factory owners. After 1833 there were inspectors and sub-inspectors. Sometimes they allowed a shift system to be worked. However parents and employers lied about the age of the children. It was not until 1837 that it was compulsory to register births. Often the schooling was not good. (7)
- Level 3: Evaluation based on a broader perspective of the success or failure of factory reform** 9-12
e.g. The important principle that the 1833 Factory Act established was that the government could and should intervene in the business of the factory owners and their workers. This was a major success. The Ten Hour movement was not really satisfied with the changes proposed in 1844 and 1845. It was not until 1850 that a ten and a half-hour week was to be worked in factories. The earlier acts all had significant loopholes in them. The schooling provided was poor quality in bad conditions. Inspectors could be lied to. (10)
- Level 4: Offers a balanced and comprehensive evaluation of the success of factory reform** 13-15

Question 3

- (a) Who supported the Chartists? (6)

Target: Understanding of the key features of the period (AO1)

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

Answers will show simple recognition of support for the Chartists.

e.g. Some Radicals supported the Chartists. Many people who felt betrayed by the government supported the Chartists. (2)

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

Answers will show knowledge of some distinctive features of support for the Chartists.

e.g. Skilled craftsmen like printers, boilermakers, weavers and nail makers supported the Chartists. Chartist supporters felt that they had been let down by the government in the 1832 Reform Act that failed to improve democracy and give people the vote. (5)

- (b) Using **Source F and your own knowledge**, explain how the Chartists tried to gain their demands. (9)

Target: Understanding of the key features of the period (AO1)

Level 1: Describes aspects of the Chartists' activities 1-3

e.g. The Chartists had a charter which had six points. They wanted a vote for everyone over 21. (2)

Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to how the Chartists tried to gain their demands 4-6

e.g. The Chartists sent in petitions to try to persuade Parliament to introduce more reforms. There were three petitions. The first was three miles long and contained 1,280,000 signatures. The Commons refused to consider it. The second petition in 1842 was also rejected by Parliament. (4)

Level 3 Explains more than one aspect related to how the Chartists tried to gain their demands 7-9

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

e.g. The Chartists wrote a newspaper called the *Northern Star*. It was owned and run by Feargus O'Connor. He also proposed violent ways of making Parliament grant reforms to the franchise. This idea took shape in the Newport Rising led by John Frost in 1839. The most frequent way the Chartists tried to bring about change was through petitions. They all failed and the final one discredited the movement because it contained made up names. The Chartists also tried to achieve greater social equality through land reform. (8)

(c) How successful were the Chartists? (15)

Target: Evaluation of an historical problem, issue or threat (AO1)

- Level 1: Provides some details or narrative of the Chartists** 1-3
e.g. The last petition in 1848 had names like Flat Nose, Pug Face and Mr Punch. (1)
- Level 2: Simple evaluation based on limited or immediate activities of the Chartists** 4-8
e.g. The Chartists failed to gain what they wanted – the Charter. Parliament would not even debate them. In that sense the Chartist movement was a big failure. Nothing summed this up more than the fact that the petitions were dismissed so convincingly by Parliament. The first change to the franchise occurred nearly twenty years later in 1867. (5)
- Level 3: Evaluation based on a broader perspective of the Chartists** 9-12
e.g. Although the Chartists failed to gain what they wanted – the Charter, they did achieve some important things. They represent the first time that working people organise themselves. This was not just to organise the political parts of their campaign like the petitions and meetings, but the other things like the land scheme, schools, outings and a newspaper. All of the points of the charter were achieved eventually except for annual Parliaments. The franchise was reformed in 1867, 1884 and 1918. Secret ballots were introduced in 1872. MPs were paid after 1911 and the life of Parliaments limited to 5 years. (10)
- Level 4: Offers a balanced and comprehensive evaluation of the Chartists** 13-15

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

- (a) What does **Source A** tell us about the powers of Parliament under Queen Elizabeth? (4)

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

- Level 1: Answer that selects details from the source** 1
e.g. Parliament has the power in England. (1)
- Level 2: Answers that draw a simple inference from the source** 2-3
e.g. Elizabeth wants to involve the people in law making. (2)
- Level 3: Answers that develop a complex inference from the source** 4
e.g. Elizabeth gains wide approval of laws by consulting Parliament and listening to Parliament. (4)

- (b) What different view of the powers of Parliament 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 Source B** 1-2
e.g. Source B says that Parliament has to be loyal and show good sense. (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 Parliament's help but Source B says they should not speak out. (4)

OR

Answers that may use both sources but provide an inference from one
e.g. The impression in Source B is one that allows parliament to speak of certain matters but not others. (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 Sources A and B Parliament seems to have different rights. In Source A it is a supreme power but in Source B some things are not to be discussed therefore Elizabeth has supreme power. (6)

- (c) Why do you think **Sources A and B** give different views? (7)
Explain your answer using **Sources A and B and your own knowledge.**

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 the sources 1-2

OR

Answers that say how the sources are different

e.g. They are different because Source A is a book but Source B is a letter from 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 1593 and Source A was written much earlier. Source B is from Elizabeth but B is to Parliament a long time after. (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 it is early on in the reign and Elizabeth is handling Parliament politely. In Source B Elizabeth has seen a lot of Puritan activities and is less kind to Parliament. She tells them what they can do. Source A is theoretical but Source B is practical advice. (6)

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

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

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about Elizabethan poverty 1-2

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

e.g. Source C is useful because it shows beggars were a problem. (1)

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to changes to Elizabethan attitudes to poverty 3-5

e.g. Source C is useful because it comes from the time and shows us what they think.

OR

Answers that explain that Source C is useful or not through an understanding of its content related to Elizabethan attitudes to poverty

e.g. Source C is useful because it shows that the Elizabethans did not approve of begging because they punished the beggars harshly. (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 Elizabethan attitudes to poverty 6-8

e.g. Source C shows that deterring vagrants was important so they made these engravings. It was in a chronicle so it was worth recording. It was a common problem. But this only shows the deterrent side. There were attempts to help beggars so this is not the only attitude to poverty. (7)

- (e) Is **Source D** an accurate interpretation of why poverty increased in Elizabethan times? (8)
Explain your answer using **Source D and your own knowledge**.

Target: An evaluation of an interpretation for accuracy (AO1&3)

Level 1: Answers that describe the source and details of it or its provenance 1-2
e.g. There was a lot of treasure from the New World. This pushed the prices up. (2)

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 D only shows one cause of poverty and there were other reasons such as war and the dissolution of the monasteries. (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 the rich benefited so they may have been worried that people would try to take away their wealth. If there were more poor people it was usually because of bad harvests. May be that is why they hanged people as in Source C. (6)

- (f) During Queen Elizabeth's reign the treatment of the poor changed. (12)
How important was government action in dealing with the problem of poverty in Elizabethan England?
Explain your answer using **the sources and your own knowledge.**

Target: An understanding and evaluation of causation (AO1&2)

Level 1: Answers that provide general statements, describe single factors or factual details of the poor 1-2

e.g. The poor were often vagabonds. People were terrified of them. The government had to act. (1)

Level 2: Answers that comment briefly on several factors to do with the problem of poverty and government action 3-6

e.g. Elizabeth's government had to act because of the fear of rebellion, crime and disease. In 1547 there was a law that branded the beggar. Elizabeth passed a Poor Law in 1601 that made everyone pay a poor rate to cover the cost of the deserving poor. Many of the towns had imaginative schemes. (5)

OR

Answers that identify and explain one factor in depth to do with the problem of poverty and government action

e.g. Government action was important in the 1590s when there were poor harvests. There was serious risk of rebellion. The government gathered together several laws in 1601 that had been passed earlier in 1572 and 1576. Whilst discouraging the sturdy beggar and undeserving poor, measures were taken to help those who genuinely could not get work. The Government made JPs count the poor and keep a stock of work for them to do. A poor rate paid for the help. (6)

Level 3: Answers that recognise and explain several factors to do with the problem of poverty in specific detail or provide details of the links between factors 7-10

e.g. Some of the more imaginative ways of dealing with the poor were created by towns like Ipswich, Norwich and London. Ipswich and London recognised that some poor people were ill. They created hospitals for the sick. As so much poverty was caused by the poor harvests, some years there was less need for the authorities to act. The government only really copied the examples of the towns. The national government did require harsh punishment for persistent beggars. (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) What was Queen Elizabeth's Church Settlement of 1559? (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 Elizabethan Church settlement.

e.g. The Elizabethan Church settlement in 1559 contained the Acts of Uniformity and Supremacy. (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 Elizabethan Church settlement.

e.g. The Church Settlement was Elizabeth's way of keeping the peace. She deliberately made the law so that as many Catholics and Protestants could feel at ease with it. She did not take the title of Head of the church but Governor; this gave the Catholics no objection that she was taking on a priestly role. (4)

- (b) **Using Source E and your own knowledge**, explain why Queen Elizabeth was concerned about the religion of her subjects. (9)

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

Level 1: Describes aspects of religion 1-3

e.g. Elizabeth was concerned about religion because her father had created the Church of England and she had to be in charge. (2)

Level 2: Considers a singular reason (probably based upon the quotation offered) and/or mentions other aspects related to Elizabeth's concern for religion 4-6

e.g. The Queen realised, like Cecil, that those who disagreed on religion might also disagree on other matters. Religion was sufficiently important for men to rebel against the Queen. (5)

Level 3 Explains more than one reason related to Elizabeth's concern for religion 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 was concerned about religion because it was a cause that could be exploited by her enemies in England and abroad. It was a reason for rebellion. Elizabeth was concerned about religion because her sister Mary had been a Catholic and Elizabeth was a Protestant. She knew that the rest of Europe was watching her settlement of religion. (8)

- (c) How successful was Queen Elizabeth in handling the problem of religion during her reign? (15)

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

- Level 1: Provides some details or narrative of the problem of religion** 1-3
e.g. Queen Elizabeth dealt harshly with people who upset her. 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. (2)
- Level 2: Simple evaluation based on limited or immediate aspects of Elizabeth's handling of the problem of religion** 4-8
e.g. Elizabeth survived the Catholic threats to overthrow her. The Babington plot of 1586 failed. This shows that Walsingham's spy system was very effective. It led to the execution of Mary, Queen of Scots in 1587 and the removal of a potential rival to Elizabeth. The Armada was defeated in 1588. So overall Elizabeth overcame internal and external threats. (6)
- Level 3: Evaluation based on a broader perspective of Elizabeth's handling of the problem of religion** 9-12
e.g. The fact that Elizabeth was not overthrown and England did not descend into civil war is some way of measuring her success. Elizabeth coped with both the Puritans and Catholics. The Puritans were a serious problem because many high-ranking members of Elizabeth's court were Puritans. The Catholics mounted a serious of plots to remove her in 1569,1571 etc. but all failed. They did not get popular support. This was not just down to Elizabeth. As long as people were tired of religious change and the economy and harvest were in good shape then there was less discontent that might become open rebellion. (10)
- Level 4: Offers a balanced and comprehensive evaluation of Elizabeth's handling of the problem of religion** 13-15

Question 3

- (a) What were the main features of an Elizabethan theatre? (6)

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

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

Answers will show simple reasons for the features of the Elizabethan theatre.

e.g. The theatre often had three galleries of covered seats around the yard. They could seat 2 000 people. The rich people would sit here. (2)

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

Answers will show knowledge of the features of the Elizabethan theatre.

e.g. The yard or pit was where the poor people or ‘groundlings’ would watch the plays. They were close to the actors and could be very noisy. The yard was open to the weather. The authorities were worried about the large crowds the theatres attracted. Many people who understood the richness of the language and who were sensitive to passing things on by speaking enjoyed the plays. The actual plays could be very lively and boisterous affairs. Often plays contained many subplots, music and dancing to appeal to a wide audience. (5)

- (b) **Using Source F and your own knowledge**, explain why the theatre was popular in Elizabethan times. (9)

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

Level 1: Describes the aspects of the theatre 1-3

e.g. William Shakespeare wrote plays. He wrote tragedies like Hamlet and Macbeth and he wrote comedies.(2)

Level 2: Considers a singular reason (probably based upon the quotation offered) and/or mentions other aspects related to the attraction of the theatre 4-6

e.g. The plays were amusing and informative and very enjoyable. Everyone had a good time watching them. (5)

Level 3: Explains more than one reason related to the attraction of the theatre 7-9

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

e.g. Apart from being an entertainment and a pleasure to see. Many people thought that they were informative and summed up the spirit of the age. They were about issues that were important at the time. It was also known that Elizabeth liked plays and people felt that if they were good enough for her then they would watch them. The social aspect of the theatre appealed. It was an occasion to meet friends and to see and be seen. (8)

- (c) How important was the theatre to the life and culture of Elizabethan England? (15)

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

- Level 1: Provides some details or narrative of Elizabethan theatre and culture** 1-3
e.g. There were great plays like Romeo and Juliet written by Shakespeare in 1594-95. It is set in Verona, Italy. Romeo falls in love with Juliet but their families have been enemies for years. They both die. It is very sad. (2)
- Level 2: Simple evaluation of the importance of Elizabethan theatre and culture** 4-8
e.g. The theatre was very important to the culture of Elizabethan England. Some of the very best plays came from that period. Shakespeare wrote at least 37 plays. People were aware that they were living in a 'golden age' of English drama. (4)
- Level 3: Evaluation of the Elizabethan theatre and culture based on a broader perspective** 9-12
e.g. The theatre was only one area of English cultural achievements. It was important. Along with Shakespeare there was Christopher Marlowe. Edmund Spenser wrote a very good poem 'The Faerie Queen' to celebrate Elizabeth's reign. There were other great achievements that were part of the English Renaissance. John Dee drew more accurate maps and John Napier did his work on logarithms. Francis Bacon did his work and William Harvey was educated in Elizabeth's reign. The greatest English architect was Robert Smythson who designed Hardwick Hall. (10)
- Level 4: Offers a balanced and comprehensive evaluation of the importance of the Elizabethan theatre and culture** 13-15

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

- (a) What does **Source A** tell us about the methods of Hitler and the Nazis? (4)

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

- Level 1: Answer that selects details from the source** 1
e.g. The Nazis attacked people. (1)
- Level 2: Answers that draw a simple inference from the source** 2-3
e.g. The Nazis used violence to stop opposition speakers. (3)
- Level 3: Answers that develop a complex inference from the source** 4
e.g. Hitler was important as the leader of the Nazis because they waited for him to give the signal. (4)

- (b) What different view of the methods of Hitler and the Nazis 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 shows Hitler talking about a change of policy. (1)
- Level 2: Answers that provide a simple comparison based on the details of both sources** 3-4
e.g. In Source A there is violence and in Source B they are going to outvote the deputies. (3)

OR

Answers that may use both sources but provide an inference from one
e.g. In Source B they have adopted a political solution but in Source A the Nazis do not want to listen. (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 in Source B it is very different. The Nazis want to use the existing system. (6)

- (c) Why do you think **Sources A and B** give different views? (7)
Explain your answer using **Sources A and B and your own knowledge.**

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 it is a newspaper report but in Source B it is Hitler's own words. (1)

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

e.g. Source B was Hitler talking from prison and he may feel guilty for what he has done but in Source A it is a newspaper report and the reporter may exaggerate what he has seen. (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. The sources differ because one talks about the Nazis' early methods that are violent. After the Munich Putsch Hitler realises that he will have to outvote his opponents. (6)

- (d) How useful is **Source C** for explaining why the Nazis gained votes in elections? (8)
Explain your answer using **Source C and your own knowledge.**

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

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the Nazis' electoral success 1-2

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

e.g. Source C is useful because it shows a sad looking woman. (1)

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the Nazis' electoral success 3-5

e.g. Source C is useful because it is a poster and they used lots of them before elections. Hitler used speeches more so maybe it is not useful. (4)

OR

Answers that explain that Source C is useful or not through an understanding of its content in relation to the Nazis' electoral success

e.g. Source C is useful because it shows that the Nazis targeted specific groups of people like housewives. (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 Nazis' electoral success 6-8

e.g. Source C shows that the Nazis appealed to the desperation of people during the Depression. Housewives would see this poster and be aware of how their family was suffering. (7)

- (e) Is **Source D** an accurate interpretation of the electoral success of the Nazis? (8)
Explain your answer using **Source D 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 farmers and peasants supported Hitler. (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 had a wide appeal to women and the unemployed. (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 workers with jobs supported left wing parties. Source C shows that the Nazis tried to appeal to unemployed workers. I know from my own knowledge that they created a volkspartei. (7)

- (f) By the end of August 1934 Hitler had complete control over the Nazi Party and Germany. (12)
How important was the use of violence in making Hitler dictator between 1933 and 1934?
Explain your answer using **the sources and your own knowledge.**

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 use of violence 1-2

e.g. The Nazis were very violent. Hitler used the SA to round up Communists and Socialists. (1)

Level 2: Answers that comment briefly on several factors to do with making Hitler dictator between 1933 and 1934 3-6

e.g. Hitler used violence to frighten the Centre party deputies into supporting him with the Enabling Act. The Night of the Long Knives was important in stopping the power of the SA. This removed the only threat from within the party. But Hitler exploited all of the panic after the Reichstag building was burned down. (4)

OR

Answers that identify and explain one factor in depth to do with making Hitler dictator between 1933 and 1934.

e.g. Hitler used the SS to murder the leaders of the SA in the Night of the Long Knives. Violence was very important but not the random sort that the SA dealt out. The SA was upsetting the army so Hitler used violence to force them to obey his dictatorship. (4)

Level 3: Answers that recognise and explain several factors to do with making Hitler dictator between 1933 and 1934 in specific detail or provide details of the links between factors 7-10

e.g. There were lots of different reasons for Hitler becoming dictator. Luck intervened when the Reichstag burned down. Hitler's skill was in seizing the initiative before other people realised what was happening. He had made a wise choice of the other cabinet post Papen offered him because the Minister for the Interior controlled the police. Hitler used violence to compel support for the Enabling Act and to remove Rohm and the other SA leaders. However the Gleichschaltung was a political process that ensured there was no opposition from anywhere in German government or society that could pose a threat to Nazi control. (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) Why were young people important to the Nazis? (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 Nazis and young people.

e.g. The young people joined the Hitler Youth. They could be a part of the Germany Hitler was building for them. (2)

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

Answers will show knowledge of the importance of young people.

e.g. Youth was the future and Hitler was building for the future. Young people were easier to influence than adults who had experiences to set against Nazi propaganda. Young people would form the army and be the mothers of future generations. (6)

- (b) Using Source E and your own knowledge, explain how education changed under the Nazis. (9)

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

Level 1: Describes education 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 changes in education 4-6

e.g. All the children had to learn about the superior races and the inferior ones. They had to know about choosing a suitable marriage partner. Racial characteristics were studied. (5)

Level 3 Explains more than one aspect related to the changes in education 7-9

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

e.g. Education became functional. PE was very important and got more time. It was highly competitive. This was to make healthy soldiers and mothers for the Reich. Race studies appeared on the timetable to ensure that children understood the importance of racially pure marriages. All of the Science and Maths was changed to illustrate warfare topics and the application of Science in war. (8)

- (c) How successful were the Nazis at influencing young Germans? (15)

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

- Level 1: Provides some details or narrative of the influence on young people** 1-3
e.g. The Nazis got 7,031,226 young people in the HJ in 1938. (1)
- Level 2: Simple evaluation of the influence on young people** 4-8
e.g. The Nazis got 7,031,226 young people in the HJ in 1938. They passed the Hitler Youth Law in 1936; this boosted the numbers of people joining but there were still about 2 million young people who did not join. So they cannot have been completely successful at influencing them. (7)
- Level 3: Evaluation based on a broader perspective of the influence on young people** 9-12
e.g. The H.J. appealed to many young people. They enjoyed the sports, music and style of the HJ. Some other youngsters rejected the culture of the HJ. Groups like the Edelweiss pirates sabotaged the Nazi war effort. The White Rose rejected the Nazis' ideology. Swingjugend had their own culture and in the industrial towns Nazi youth squads met violent opposition from Socialist youths. However the majority of German Youth looked to the activities that proved a positive attraction. (12)
- Level 4: Offers a balanced and comprehensive evaluation of the influence on young people** 13-15

Question 3

- (a) Why was the economy important to the Nazis? (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 German economy.

e.g. The German economy had to produce enough of the things Hitler needed for war. He wanted guns and shells. (1)

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

Answers will show knowledge of some distinctive features of the German economy.

e.g. The German economy had to produce jobs for the people because Hitler had promised them. But essentially Hitler was creating a war economy; this meant that consumer goods took second place to rearmament. (5)

- (b) Using **Source F and your own knowledge**, explain how the Nazis reduced unemployment. (9)

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

Level 1: Describes unemployment and remedies in simple terms 1-3

e.g. The Nazis tried to make lots of new jobs building roads and bridges. (2)

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

e.g. The Nazis set up Labour Service which meant you had to work. Arbeitdienst was often punishing and difficult work. The army absorbed many unemployed people. (5)

Level 3 Explains more than one aspect related to unemployment and remedies 7-9

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

e.g. One of the first things the Nazis did was to take the Jews out of the unemployment figures. Then they encouraged women to give up paid work which created jobs for men. The army took in lots of men. Labour Service projects like the autobahns made a difference. Rearmament also led to more jobs being created in industry. (8)

- (c) How successful were the Nazis at rebuilding the German economy? (15)

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

- Level 1: Provides some details or narrative of the German economy** 1-3
e.g. The Nazis tried to get everyone to work harder and produce more. The DAF replaced the Trades Unions and tried to increase production. (2)
- Level 2: Simple evaluation of the success of the Nazis in rebuilding the German economy** 4-8
e.g. The Nazis succeeded in cutting unemployment and getting ready for war. Neither the Four-Year Plan nor the New Plan completely succeeded. (5)
- Level 3: Evaluation of the success of the Nazis in rebuilding the German economy** 9-12
e.g. The Nazis had some success at getting Germany ready for war. They did not satisfy the German workers with better wages or a higher standard of living. Some industrial workers in defence industries did see wages improve. For the majority of Germans they were pleased to see unemployment fall. But this was achieved through work programmes and manipulating the figures. The Four-year Plan was not successful in supplying sufficient oil but in steel and explosives it met its targets. It tended to be the larger businesses that did well under the Nazis. Smaller middle class businesses had hard times. (10)
- Level 4: Offers a balanced and comprehensive evaluation of the success of the success of the Nazis in rebuilding the German economy** 13-15