



General Certificate of Secondary Education

History 3041/3046

Specification A

Paper 2

Mark Scheme

2005 examination - June series

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.

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 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:
American West
Section A**

Question 1

(a) What does **Source A** suggest about the Great Plains? **4**

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

Level 1: Answers that select details from the source **1**
e.g. There was no wood or water.

Level 2: Answers that draw a simple inference from the source **2-3**
e.g. The shortage of wood would have made it difficult to build homes.

Level 3: Answers that develop a complex inference from the source **4**
e.g. Everything needed on the Plains would have to be brought onto it.

(b) What different view of the Great Plains is suggested by **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 there is fertile soil.

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 it is a bad place to farm but B says it is good.

OR

Answers that may use both sources but provide an inference from one
e.g. The impression in Source A is of a desperately difficult place to get a living out of but in B it has fertile soil.

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 desperately difficult place to get a living out of but in Source B it is very different. The writer describes the ideal conditions for growing crops.

- (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 (AOs 6.1 & 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 says it is unfit and B says it is fertile.

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 the Plains in 1819 by someone who travelled through. Source B is describing Minnesota fifty years later.

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 person who passed through the Plains would only have an impression. He hasn't spent long in any one place. But Hansen lives there and wants others to come. This is propaganda to get Europeans to settle.

(d) How useful is **Source C** for understanding the work of the cowboy? **8**

Target: An evaluation of utility. (AOs 6.1 & 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 cowboy **1-2**

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

e.g. Source C is useful because it shows the cowboys riding horses and chasing cows.

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the work of the cowboy **3-5**

e.g. Source C is useful because it shows that people admired the work of the cowboy and thought that their work was important.

OR

Answers that explain that Source C is useful or not through an understanding of its content in relation to the work of the cowboy

e.g. Source C is useful because it shows that the work was tiring and dangerous.

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 work of the cowboy **6-8**

e.g. Source C shows that there was a lot of interest in the life of the cowboy. It is useful because it shows us that there was a market for this type of painting.

However it romanticises the life of the cowboy. This was a round up- full of danger and excitement. Most of the work was dull and monotonous.

- (e) Is **Source D** an accurate interpretation of the life of the cowboy in the American West? **8**
- Target: An evaluation of an interpretation for accuracy (AOs 6.1 & 6.3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. It's accurate because it says the cowboy loves nature.
- 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's not accurate because Source C shows that they were not very spiritual they are doing hard dirty work.
- 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's not accurate because Source C shows the sort of work they did and I know that many of them were violent and had gunfights. It is true that they spent a lot of time outside and became very good at surviving on the Plains, they were a bit like Indians.

- (f) How important was the severe winter of 1886-1887 in ending open range ranching on the Plains? 12

Target: An understanding and evaluation of causation. (AOs 6.1 & 6.2)

Level 1: Answers that provide general statements, describe single factors or factual details of the end of open range ranching 1-2
e.g. The winter was very bad because all the cattle died.

Level 2: Answers that comment briefly on several factors, to do with the end of open range 3-6
e.g. The price for beef was falling which stopped ranchers selling. Technology changed the ranching by bringing in barbed wire the range could be fenced off. The cattle barons came under pressure from the homesteaders.

OR

Answers that identify and explain one factor, in depth to do with the end of open range ranching which may be the winter of 1886
e.g. The price for beef was falling which stopped ranchers selling. Because of this they kept more cattle on the plains. This over-grazed the grass. There was a drought in 1883 which killed off the grass.

Level 3: Answers that recognise and explain several factors to do with the end of open range ranching in specific detail or provide details of the links between factors 7-10
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 1886-7 which was so severe that thousands of cattle died and ranchers lost lots of money. The Johnson County war made matters worse. But there was the problem 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.

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

Section B
Question 2

(a) Who were the Mormons? 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 Mormons.

e.g. The Mormons followed Joseph Smith. He tried to set up the city of God in Kirkland, Ohio.

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

Answers will show knowledge of some distinctive features of the Mormons.

e.g. The Mormons were a religious sect. They tried to create an ideal society. They lived a strict lifestyle. They practised polygamy. Smith was killed by a mob in June 1844. They were upset at the prospect of Smith becoming the US President.

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- (b) Explain why the Mormons were unable to make a home for themselves in the states of Missouri and Illinois between 1831 and 1846. 9

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

Level 1: Describes the Mormons 1-3
e.g. Joseph Smith founded the Mormons. Smith dug up the plates of gold.

Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the inability of the Mormons to settle 4-6
e.g. People harassed the Mormons. Their leader was tarred and feathered. They could not stay in Kirkland, Missouri or Illinois.

Level 3: Explains more than one aspect related to the inability of the Mormons to settle 7-9
At this level responses will explain more than one or two aspects apart from those suggested in the quotation.
e.g. The Mormons wanted a place to worship in their own way. They had suffered persecution because they were different. The Mormons kept themselves to themselves and practised polygamy. They had had their own bank that went bust and this upset people. They had an army - the Danites that frightened people. The leadership of Brigham Young was important in making them move to Salt Lake City.

- (c) Why were the Mormons successful in building a city for themselves at the Great Salt Lake? **15**
- Target: Explanation of an historical problem, issue or threat. (AO 6.1)**
- Level 1: Provides some details or narrative of the Mormons** **1-3**
e.g. The Mormons irrigated the land and grew crops. The lake was full of salt water.
- Level 2: Simple explanation based on limited or immediate causes of the settlement at Salt Lake City** **4-8**
e.g. The Mormons were successful in building a permanent home in Salt Lake City because they conquered the desert. They used irrigation to provide food and divided the land up fairly, They planned the layout of the city. They succeeded because they were organised.
- Level 3: Explanation based on a broader perspective of the settlement at Salt Lake City** **9-12**
e.g. The Mormons were successful because they were well led. Their life in Salt Lake City was secured when they successfully negotiated with the US government for their independence. The non-Mormon governor, sent in 1857 with 15000 troops was not welcome and tensions mounted. However, the massacre of the migrants in September 1857 at Mountain Meadow was a turning point. The government agreed to let the Mormons run their own affairs and in 1890 when the Mormons banned polygamy Utah became a US state.
- Level 4: Offers a balanced and comprehensive explanation of the settlement at Salt Lake City** **13-15**
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Question 3

- (a) What was the Permanent Indian Frontier? 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 PIF.

e.g. The PIF was the line behind which everything belonged to the Indians.

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

Answers will show knowledge of some distinctive features of the PIF.

E.g. The PIF was one big reservation behind the 95th. meridian. The government believed there was nothing that the whites wanted behind the PIF and everything that the Indians needed was there. All of the tribes were behind the PIF by 1840. Within ten years the frontier was crumbling.

- (b) Explain why the Plains Indians did not trust white people. 9
- Target: Understanding of the key features of the period. (AO 6.1)**
- Level 1: Describes relations between white people and Indians** 1-3
e.g. The white people moved on to the sacred lands of the Indians.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the distrust of whites by Indians** 4-6
e.g. Many Indian chiefs had been promised that the white people would not take their land. But Custer was sent into the Black Hills in Dakota and said there was gold there. This broke the 1868 Fort Laramie treaty. Miners flooded in.
- Level 3: Explains more than one aspect related to the distrust of whites by Indians** 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 did not understand the way of life of the white people. The Indians were nomadic but the Whites lived in houses and settled. This made them not trust the whites because they did not understand the whites. All of the promises the white people made were broken. At Sand Creek the massacre happened and it looked as though the white people's army had broken its word. This caused distrust.

- (c) Why were Custer and the Seventh Cavalry defeated at the Battle of the Little Big Horn? **15**
- Target: Explanation of an historical problem, issue or threat (AO 6.1)**
- Level 1: Provides some details or narrative of the LHB** **1-3**
e.g. The Indians had Winchester Repeating rifles.
- Level 2: Simple explanation based on limited or immediate causes of the defeat of Custer** **4-8**
e.g. Custer was arrogant. He attacked believing that all Indians would scatter when charged. He did not know how many there were, that was bad planning. Custer's scouts told him not to attack but he was too arrogant.
- Level 3: Explanation based on a broader perspective of the defeat of Custer** **9-12**
e.g. There were many factors that explain why Custer lost the battle. It was not all bad luck, there was some bad judgement on Custer's part. Custer divided his command. It had worked at Washita but at the Big Horn it was a mistake. The precise number of Indians Custer did not know. He failed to wait for reinforcements and exhausted his men in order to make contact with the Indians. He was determined to have all the glory for himself. The Indians gave strong resistance and they had many reasons for fighting back such as the other times when the white men had hurt them as at Sand Creek. The Indians were better armed with Winchester Repeating rifles whereas the cavalry had Springfield single shot rifles.
- Level 4: Offers a balanced and comprehensive explanation of the defeat of Custer** **13-15**

Britain 1815-1851

Section A

Question 1

- (a) What does **Source A** suggest about the lives of people after they had emigrated from England? 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 could buy cows and pigs abroad.

Level 2: Answers that draw a simple inference from the source. 2-3
e.g. They had a good life abroad. The emigrants went for the opportunities abroad.

Level 3: Answers that develop a complex inference from the source 4
e.g. The emigrants went for the opportunities abroad that were denied them at home.

(b) What different view of emigration is suggested by **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 the meat was bad.

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 life is of work good but B there is none.

OR

Answers that may use both sources but provide an inference from one
e.g. The impression in Source A is positive and optimistic but in B he says he is ill and hungry.

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 very positive one. He is welcome and treated as an equal by all. But Mr Plevens is having a negative experience.

- (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. (AOs 6.1 & 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 about Canada and it is a long way away.

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

e.g. Source B was written from Australia and A is about Canada. B comes from 1851 and A is from 1832.

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 A is writing home and might not want to upset his parents. Source B is reporting someone else's misfortune. Plevens seems quite well off, he is used to having someone else cook. His expectations are higher and very different from the person in A.

(d) How useful is **Source C** for understanding the causes of poverty at this time? **8**

Target: An evaluation of utility. (AOs 6.1 & 6.2)

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

Answers may select details from the sources to support the answer.
e.g. Source C is useful because it shows lots of poor people with ragged clothes. They are picking away after scraps.

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the causes of poverty **3-5**

e.g. Source C is useful because it shows that people were aware of the poor and the conditions they lived in. They are satirising the causes of poverty in Punch.

OR

Answers that explain that Source C is useful or not through an understanding of its content in relation to the causes of poverty

e.g. Source C is useful because it shows that they knew that sickness could lead to poverty. If the breadwinner died of cholera then the whole family suffered.

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 causes of poverty **6-8**

e.g. Source C shows that many people understood that the poor often became poor through no fault of their own. Disease caused poverty. They are making fun of the conditions but the cartoon has a serious point. If you make people healthier then they will not be a burden on the poor rate.

- (e) Is **Source D** an accurate interpretation of the reasons for the Poor Law Amendment Act passed in 1834? (8 marks) **8**
- Target: An evaluation of an interpretation for accuracy (AOs 6.1 & 6.3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. It's accurate because it says there were many more poor people.
- 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's accurate because Source D says that there were too many people and they did all move to the towns and they couldn't cope. Source A talked about how happy he was to get work.
- 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 was a movement to the towns which is correct. The pressure on the poor law was great. The old poor law could not cope. All of this is true. However it doesn't talk about the cost of the poor law which was a major reason for wanting to change the system. The middle classes wanted to pay less. That is why some areas would help people to emigrate as a way of saving money.

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|------------|---|--------------|
| (f) | How successful was the New Poor Law? | 12 |
| | Target: An understanding and evaluation of causation. (AOs 6.1 & 6.2) | |
| | Level 1: Answers that provide general statements, describe single factors or factual details about <u>the New Poor Law</u> e.g. A national commission was set up in London. All of the allowances under Speenhamland were abolished. | 1-2 |
| | Level 2: Answers that comment briefly on several factors, to do with <u>the effects of the New Poor Law</u> Note that candidates may present their answer in an evaluative style or context at this level for which appropriate reward should be given. e.g. Some people in the North disliked the new system where there were factories. The new system couldn't cope with trade slumps. It worked alright in agricultural areas. Paying less poor rate pleased the rich. | 3-6 |
| | OR | |
| | Answers that identify and explain one factor, in depth to do with <u>the effects of the New Poor Law</u> Note that candidates may present their answer in an evaluative style or context at this level for which appropriate reward should be given. e.g. The New Poor Law system saved lots of money. In 1818 it cost nearly £8 million but in 1837 this had been almost halved to £4.04 million. | |
| | Level 3: Answers that recognise and explain several factors to do with <u>the effects of the New Poor Law in specific detail or provide details of the links between factors</u>. Note that candidates may present their answer in an evaluative style or context at this level for which appropriate reward should be given. E.g. The New Poor Law system saved lots of money which was a major concern as Source D shows. In 1818 it cost nearly £8 million but in 1837 this had been almost halved to £4.04 million. Thus it was well liked by many middle class people who objected to paying the Poor rate as in many unions the cost of the poor rate decreased. However some people in the North disliked the new system where there were factories. The new system couldn't cope with trade slumps. In fact for temporary slumps it was cheaper to give relief than to set up workhouses. Some factory owners therefore objected for this reason; others like Oastler disliked the system because it was wrong and morally objectionable. Factory reformers like Fielden were against it. | 7-10 |
| | 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 |

Section B
Question 2

- (a) What were the Corn Laws? 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 Corn Laws.

e.g. The Corn Laws prohibited the import of corn into Britain until the price of British corn had reached a certain level - 80s or £4 a quarter.

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

Answers will show knowledge of some distinctive features of the Corn Laws

e.g. The Corn Laws prohibited the import of corn into Britain until the price of British corn had reached a certain level - 80s or £4 a quarter. These laws proved to be very unpopular. The laws had been passed in 1815 to protect British farmers against foreign competition. Mobs had protested but as so many MPs had connections with the land the laws were passed. For Free Traders the Corn Laws represented the protectionism that they wanted to abolish.

- (b) Explain why some people opposed the Corn Laws. 9

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

Level 1: Describes the Corn Laws 1-3
e.g. The Corn Laws kept the price of bread high.

Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the opposition to the Corn Laws 4-6
e.g. Many people believed that the Corn Laws were a class-based tax. They were paid for by the working classes to keep the rich wealthy. Some thought that such a tax on a basic commodity was immoral.

Level 3: Explains more than one aspect related to the opposition to the Corn Laws 7-9
At this level responses will explain more than one or two aspects apart from those suggested in the quotation.
e.g. Many people believed that the Corn Laws were a class-based tax. They were paid for by the working classes to keep the rich wealthy. Some thought that such a tax on a basic commodity was immoral. Some factory owners objected because they had to pay higher wages so that their workers could afford the higher bread prices that resulted from the Corn Laws. The factory owners also argued foreign countries used the money they gained from selling surplus corn to buy British manufactured goods. Without that money factory owners could not sell so many goods abroad

- (c) Why was the Anti-Corn Law League successful? 15
- Target: Evaluation of an historical problem, issue or threat. (AO 6.1)**
- Level 1: Provides some details or narrative of the Anti-Corn Law League** 1-3
e.g. Richard Cobden and John Bright founded the Anti Corn Law league in 1838. It was a national organisation with paid lecturers.
- Level 2: Simple explanation based on limited or immediate reasons for the Anti-Corn Law League** 4-8
e.g. The Anti Corn Law league was successful because it had good leaders and propaganda. It was a simple message – cheap bread. Everyone could understand that.
- Level 3: Explanation based on a broader perspective of the Anti-Corn Law League** 9-12
e.g. The Anti Corn Law league was successful because it had good leaders like Cobden and Bright, both of them were MPs. The League’s propaganda was simple – ‘cheap bread’ had a wide appeal. Everyone could understand that. The Anti Corn Law league used the modern communication of the day such as penny post, newspapers and public lectures. They produced publicity material on scarves, mugs and handkerchiefs to promote the cause. Obviously manufacturers funded their success. The cash was vital. The Anti Corn Law movement was helped by being part of a larger movement for free trade and an end to the protectionism of British industry that revived in the 1820s.
- Level 4: Offers a balanced and comprehensive explanation of the Anti-Corn Law League** 13-15

Question 3

- (a) Who were the Methodists? 6

Target: Understanding of the key features of the period. (AO6.1)

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 Methodists.

e.g. John Wesley founded the Methodists in 1729. He preached the Christian message to working class people everywhere.

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

Answers will show knowledge of some distinctive features of the Methodists

e.g. Wesley started as an Anglican minister but was forbidden to preach in churches. His message was dramatic and emotional. He was forced to hold meetings outdoors. The influence of Methodists was immense. Many people became hard working and sober after hearing the Methodists. The ability to speak in public and the care they had for reading led many working people who were inspired by them to participate and lead protests as Chartists, Trades Unionists and for Parliamentary Reform.

- (b) Explain why individuals like Elizabeth Fry and Lord Shaftesbury, tried to improve the lives of the working classes? (9)

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

- Level 1: Describes the work of the reformers** **1-3**
e.g. Elizabeth Fry dedicated her life to prison reform. She got permission for them to sew and read.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the motivation for the work of the reformers** **4-6**
e.g. Fry thought that she was spreading the word of God through her work. As a Quaker Fry was used to silence and reflection and an inner spirituality. The language of the prisoners shocked her. She tried to give them dignity. Fry hoped to bring the word of God to poor children through a school she had started.
- Level 3: Explains more than one aspect related to the motivation for the work of the reformers** **7-9**
At this level responses will explain more than one or two aspects apart from those suggested in the quotation.
e.g. The motive for reform was mainly religious. Shaftesbury and Fry thought they were doing God's work. Shaftesbury plainly thinks he is also doing a service to his country by helping its poorer citizens. Fry was a Quaker and Shaftesbury an Evangelical Christian. He felt compassion for those less well off than himself.

- (c) Despite so many Acts of Parliament, why was so little done to improve the lives of children by 1851? **15**

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

- Level 1: Provides some details or narrative of the treatment of children** **1-3**
 e.g. The children had to work down the mines until the 1842 Mines Act. This was introduced by Lord Shaftesbury and stopped children under 13 being employed.
- Level 2: Simple explanation for the treatment of children** **4-8**
 e.g. There was no law about children going to school until 1880. Then a law was passed that meant all children under 10 had to go to school. If Parliament had passed a law then the lives of children would have changed. Money was another thing that was needed. The first grant for education was made in 1833.
- Level 3: Explanation based on a broader perspective of the treatment of children** **9-12**
 e.g. Children's lives did not improve because Parliament was slow to pass laws to legislate for children. They only made the first grant to erect schools in 1833. However at least it was an admission that the government should be involved in providing education. The government was slow to legislate for children who worked. The 1842 Mines Act is a good example of laws that helped children. The 1844 Factory Act and the 1847 Ten Hours Act cut the hours that children could work. It was fine to legislate but before Parliament did, it needed information. It required investigations and Commons committees to investigate the facts. There were only a few individuals who showed an interest such as Lord Shaftesbury and Michael Sadler. For this reason little was done quickly. Once a law was passed it might be difficult to enforce. The 1802 and 1819 Factory Acts had no inspectors to be obeyed. Factory owners and parents lied because they needed either the cheap labour to make profits or the wages of their children. So little was done for the children. Until births were registered in 1836 it was difficult to prove the age of a child.
- Level 4: Offers a balanced and comprehensive explanation of the treatment of children** **13-15**

Elizabethan England
Section A
Question 1

- (a) What does **Source A** suggest about Sir Francis Drake's leadership? 4

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

Level 1: Answers that select details from the source 1
e.g. It says he treats his crew with affection.

Level 2: Answers that draw a simple inference from the source 2-3
e.g. Drake was a good leader. Drake is a kind leader.

Level 3: Answers that develop a complex inference from the source 4
E.g. Drake's relationship with his crew is one of respect but he is the boss. His decisions are better because he gets everyone's opinion. They feel they have a part in the decision.

(b) What different view of Drake's leadership is suggested by **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 Drake put everyone in danger.

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 Drake liked advice but B says he didn't.

OR

Answers that may use both sources but provide an inference from one
 e.g. The impression suggested in Source B is that Drake is a dictator who does not like his orders to be questioned. He is a harsh man.

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. The impression suggested in Source B is that Drake is a dictator who does not like his orders to be questioned. He is a harsh man not at all kind and respectful as he is in A. These two sources show different aspects of his personality.

- (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. (AOs 6.1 & 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 A is about his crew and B is about a punishment.

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 1580 and Source A was written in 1579. Source B is from an Englishman but B is by a Spaniard.

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 the Spaniard may wish to please Drake by writing nice things. He is after all Drake's prisoner. If he knew of Drake's temper as in B he might be very worried. In B the sailor might wish to avoid Doughty's fate. Drake is on a round the world voyage he can't afford a team talk. As in A they have to do what he says.

- (d) How useful is Source C for understanding why men made voyages of discovery in the sixteenth century? 8

Target: An evaluation of utility. (AOs 6.1 & 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 voyages 1-2

Answers may select details from the sources to support the answer.
e.g. Source C is useful because it shows them fishing and hunting.

Level 2: Answers that explain that Source C is useful or not because of its provenance in relation to the motives for the Elizabethan voyages 3-5

e.g. Source C is useful because they already had contacts in North America that they could go to as a base and explore.

OR

Answers that explain that Source C is useful or not through an understanding of its content related to the motives for the Elizabethan voyages

e.g. Source C is useful because it shows that the lands they discovered were full of rich game for food and sport.

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 motives for the Elizabethan voyages 6-8

e.g. Source C shows that the rich lands full of game would be attractive to the Elizabethans. They needed money to fit out ships. They may have drawn this to attract investors to new projects.

- (e) Is **Source D** an accurate interpretation of why there was war between Spain and England? **8**

Target: An evaluation of an interpretation for accuracy. (AOs 6.1 & 6.3)

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

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's accurate because Source C shows what caused conflict in the New World and A talks about capturing Spaniards and B talks about the circumnavigation that is in D. All of this really got to Philip.

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 conflict in the Americas was important in bringing about war. This is true and there was a religious side to Philip's decision to fight. However the king had no desire to see Mary, Queen of Scots on the English throne. The more significant cause of war was closer to home. Philip could not tolerate Elizabeth's support for the Dutch rebels in the Spanish Netherlands. This is not mentioned and D is inaccurate for not mentioning it.

- (f) How important were superior weapons and tactics in the defeat of the Spanish Armada? 12

Target: An understanding and evaluation of causation. (AO s 6.1 & 6.2)

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

e.g. The Spanish ships had to sail round the top of the British Isles to get home. Many were shipwrecked.

Level 2: Answers that comment briefly on several factors, to do with the defeat of the Armada 3-6

e.g. The Spanish commander had little experience of sailing. After sailing it was difficult for the Armada to get fresh supplies. Some of the huge Spanish galleons were difficult to handle in heavy seas. The English ships did use different tactics. They tried to sink the enemy from a distance.

OR

Answers that identify and explain one factor, in depth to do with the defeat of Armada

e.g. The English had light and fast battle ships. The English sailors were experienced in fighting and sailing. The Spanish had more battleships but they included 22 huge galleons which were unsuitable for close manoeuvring. The Spanish stuck together and the English followed them up the Channel. The fireships were a brilliant weapon.

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

e.g. The Spanish commander had little experience of sailing. After sailing it was difficult for the Armada to get fresh supplies. Some of the huge Spanish galleons were difficult to handle in heavy seas. The English ships did use different tactics they tried to sink the enemy from a distance. The Spanish tried to grapple and board ships. The English had 54 battle ships. They were light and fast. The 14,000 English sailors were experienced in fighting and sailing. The Spanish had 64 battleships but they included 22 huge galleons which were unsuitable for close manoeuvring. The Spanish stuck together and the English harried the Spanish crescent up the English Channel. The fireships were a brilliant weapon that destroyed the Spanish formation. The English could resupply their ship with cannonballs. The Spanish cannon could fire shorter distances.

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

Section B

Question 2

- (a) Who were Robert Dudley and Francis Walsingham? 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 Dudley and Walsingham.
e.g. Dudley and Walsingham were important members of the Queen's court. Walsingham ran the Queen's spy network and Dudley was a favourite of the Queen perhaps they were in love. They were both Puritans.

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

Answers will show knowledge of some distinctive features of Dudley and Walsingham.
e.g. Robert Dudley was a childhood friend of Elizabeth; his father was executed for plotting against Mary Tudor. There were rumours that they were in love. He was puritan who was made Earl of Leicester in 1564. He was loyal to Elizabeth but a political rival to Cecil. Walsingham was a strong Puritan. He studied at Cambridge and Padua in Italy. He was a good linguist and had a network of contacts and informers. He disagreed with Cecil and the Queen but she knew he was always loyal. He ran the secret service and uncovered the plot involving Mary, Queen of Scots.

- (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. (AO1)

- Level 1: Describes the Puritans and Queen Elizabeth** **1-3**
e.g. The Puritans wanted to purify the church and Elizabeth did not like being told what to do by them. They wanted a simpler Church of England.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to Elizabeth's control of the Puritans** **4-6**
e.g. The Queen made sure in a very public punishment that anyone who wrote and distributed Puritan literature offended her. In 1593 three Puritan leaders were executed.
- Level 3: Explains more than one aspect related to Elizabeth's control of 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 punished those who spread Puritans literature like Stubbs. She imprisoned Cope in 1586. The Queen used her Archbishop to lay down the law. She tried to ban 'prophesyings' but Grindal refused. He was suspended. He died in 1583 and his successor Whitgift came down hard on the Puritans. He produced the 3 Articles in 1583.

- (c) Why were the Puritans unhappy with Queen Elizabeth and her government? **15**
- Target: Evaluation of an historical problem, issue or threat. (AO 6.1)**
- Level 1: Provides some details or narrative of the Puritans** **1-3**
e.g. The Puritans dressed in plain and simple clothes. They did not like the Catholics. They even thought Elizabeth's church was too Catholic. They wanted all the vestments, crucifixes and statues out of the church.
- Level 2: Simple explanation of Puritan views of Queen Elizabeth's government** **4-8**
e.g. The Puritans were hotter sorts of Protestants. They were called puritans because they wanted a purer and simpler form of Christianity. They wanted it to be more like the early church. They strongly believed in the New Testament. They did not like many of the 'Catholic' aspects of Elizabeth's church. They would not compromise. Anything that was Popish such as vestments, crucifixes and statues had to go.
- Level 3: Explanation based on a broader perspective of the views of Puritans** **9-12**
e.g. The Puritans were unhappy with Elizabeth firstly because of the nature of her church and secondly because of the measure she took to prevent them changing the Church of England. There were different forms of Puritans and their demands and views were different. For example John Jewel, Bishop of Salisbury wanted moderate reform; men like Richard Cox and Henry Barrow wanted a wholesale change to the Swiss or German Reformed church. In general terms the Puritans argued for the removal of catholic images, symbols and objects from churches. They sought a more primitive and early Christian model for the church. The puritans in Convocation nearly achieved change in 1563. Thereafter they had shown their hands and Elizabeth cracked down. She closed parliament in 1571 before Strickland could introduce his new prayer book. She outraged Puritans by banning prophesyings. Puritans were upset at the language of the Marprelate tracts and moderate Puritans stopped serious agitation.
- Level 4: Offers a balanced and comprehensive evaluation of the views of Puritans** **13-15**

Question 3

- (a) What was the Northern rebellion? 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 knowledge of the Northern rebellion.

e.g. The Northern rebellion broke out in 1569 in the north of England. It was led by the Earls of Westmorland and Northumberland.

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

Answers will show knowledge of the Northern rebellion.

e.g. In the Northern rebellion the Earls of Northumberland and Westmorland plotted to rescue Mary, Queen of Scots and return England to the Catholic faith. They raised an army of 4,000 foot soldiers. Mary was not optimistic. Elizabeth sent an army under the Earl of Sussex to crush the rebellion. The Northern earls were beaten. The Scots handed over Northumberland in 1572 and Westmorland's estates were confiscated by the crown. It was a sign of things to come.

- (b) Using **Source F and your own knowledge**, explain why Queen Elizabeth never married. **9**

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

Level 1: Describes Elizabeth and marriage/suitors **1-3**
e.g. Elizabeth nearly married the Duke of Alencon.

Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to Elizabeth and marriage/suitors **4-6**
e.g. If Elizabeth married she would be declaring her hand and losing a valuable political weapon.

Level 3: Explains more than one aspect related to Elizabeth and marriage/suitors **7-9**
At this level responses will explain more than one or two aspects apart from those suggested in the quotation.
e.g. The reason why Elizabeth did not marry is partly because she was mentally scarred by the experience of her father. She did not like the idea of being subordinate to a man or being told to marry by parliament. It was too valuable for her foreign policy that Elizabeth was available and that she did not marry.

| | | |
|-----|--|-------|
| (c) | Why was the Earl of Essex executed? | 15 |
| | Target: Evaluation of an historical problem, issue or threat. (AO 6.1) | |
| | Level 1: Provides some details or narrative of <u>the Earl of Essex</u> e.g. Essex had upset the Queen and rebelled in 1601. | 1-3 |
| | Level 2: Simple explanation of the reasons for <u>the Earl of Essex's execution</u> e.g. The rebellion happened because the Queen had stopped his monopoly of sweet wines and he would be broke. | 4-8 |
| | Level 3: Explanation of <u>Essex's execution</u> based on a broader perspective e.g. The rebellion happened because Essex was desperate. His glittering career was now in the shadows through his own mistakes and arrogance and the success of others like the Cecils. The rebellion for which he was executed was an attempt to replace Cecil with himself and his followers. Many like Cecil were going bankrupt. Essex owed money and with his monopoly of sweet wines not renewed by Elizabeth he had no chance of repaying them. Deep down Essex's downfall goes back to his experiences in Ireland. Essex made peace with the Earl of Tyrone rather than defeat him. He over rewarded his followers by making them knights. | 9-12 |
| | Level 4: Offers a balanced and comprehensive evaluation of the reasons for the execution of <u>the Earl of Essex</u> | 13-15 |

Germany
Section A
Question 1

(a) What does **Source A** suggest about Germany? 4

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

Level 1: Answers that select details from the source 1
e.g. Germany had great confidence.

Level 2: Answers that draw a simple inference from the source 2-3
e.g. There is a positive air to Germany

Level 3: Answers that develop a complex inference from the source 4
e.g. Germany is improving economically after the war and has political confidence.

- (b) What different view of Germany is suggested by **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 shows that Germany owes money

Level 2: Answers that provide a simple comparison based on the details of both sources **3-4**
e.g. In Source A there is little unemployment and in B there is widespread unemployment.

OR

Answers that may use both sources but provide an inference from one.
e.g. In Source B the government is not coping with the situation. In A they accept Weimar.

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 optimism about the future and in Source B it is very different. The Chancellor is very negative and pessimistic about the future particularly in relation to young people.

- (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. (AOs 6.1 & 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 says things are good but in B it is all gloomy.

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 1928 by a British MP but in A it is a German, the Chancellor, speaking four years later.

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 A was only visiting before the Depression struck home. Source B was written by someone who should know the real truth about Germany because he is in charge and it is after the Depression and there are 6 million out of work

- (d) How useful is **Source C** for explaining why Germans supported the Nazi party before 1933? **8**
Explain your answer.

Target: An evaluation of utility. (AOs 6.1 & 6.2)

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about support for the Nazis **1-2**
Answers may select details from the sources to support the answer.
E.g. Source C is useful because it shows the people out on the street supporting the Nazis.

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to support for the Nazis **3-5**
e.g. Source C is useful because it is by the Social Democrats and they were opposed to the Nazis so it is the truth.

OR

Answers that explain that Source C is useful or not through an understanding of its content in relation to support for the Nazis
e.g. Source C is useful because it shows that the Nazis used violence to gain support.

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 support for the Nazis **6-8**
e.g. Source C shows that their opponents believed that support for the Nazis was based on fear and intimidation. It was the threat of violence that made the German people vote for Hitler. As it is the Social Democrats saying this it is more believable. They opposed the Nazis.

- (e) Is **Source D** an accurate interpretation of how Hitler came to power in 1933? **8**
- Target: An evaluation of an interpretation for accuracy. (AOs 6.1 & 6.3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. It's accurate because it says many people in government made mistakes to let Hitler into power.
- 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's accurate because von Papen thought he could control Hitler but he was wrong. Hitler was too clever and used events to his own purpose.
- 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 left wing was divided, which it was. If they had united then Hindenburg would never have become President. Von Papen was too concerned to get back into power and ignored the threat of Hitler. However the source does not mention the popular tide of enthusiasm which gave Hitler authority. The businessmen who paid for his campaigns and the threat of violence which cowed opposition.

(f) How important was the Reichstag Fire in making Hitler dictator? 12

Target: An understanding and evaluation of causation. (AOs 6.1 & 6.2)

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

e.g. The Fire gave Hitler the opportunity to bring in laws that allowed him to officially persecute his enemies. The Decree for the Protection of the German people meant he could lock up opponents and open their mail.

Level 2: Answers that comment briefly on several factors, to do with making Hitler dictator 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 did have all of the panic after the Reichstag building was burned down. This enabled him to remove the Communists and legally take over.

OR

Answers that identify and explain one factor, in depth to do with making Hitler dictator

e.g. The Reichstag Fire was important for giving Hitler power within the state, but he would have got it anyway. With the Fire he could create the impression of the need for rapid, decisive action. The Communists could be blamed. Their real mistake was not to act quickly enough. Hitler seized the initiative. The powers he assumed under the decree were far ranging. He could act outside the law and as he pleased. His opponents were arrested. The mood of panic spread on the atmosphere around the Enabling Act. Hitler was a great opportunist. He realised that the fall off in electoral support might continue so he accepted Papen's offer in D.

Level 3: Answers that recognise and explain several factors to do with making Hitler dictator 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. As Source C shows he had used this throughout his career. The real power was in the Nazi party itself. 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. 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.

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

Section B

Question 2

- (a) Who was Josef Goebbels? 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 Josef Goebbels.
e.g. Goebbels was Hitler's head of propaganda.

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

Answers will show knowledge of Josef Goebbels.
e.g. Goebbels was a brilliant speaker, second only to Hitler. He was the mastermind behind the Ministry of Enlightenment and Propaganda. He controlled the newspapers and radio in Nazi Germany. He had proved himself during the election campaigns of the early 1930s. He was able to translate Hitler's propaganda ideas into practice.

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- (b) Explain how the Nazis attempted to spread their ideas to the German people? 9
- Target: Understanding of the key features of the period. (AO 6.1)**
- Level 1: Describes Propaganda in simple terms** 1-3
e.g. The Nazis kept going on about the Jews and the Communists. They said they were to blame for the Versailles Treaty.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the methods of propaganda** 4-6
e.g. The Nazis were the first party and Hitler the first leader to really exploit the new media of the radio. They had radios put up in factories and offices and in some public places. The brightest young Nazis edited the news and special items for the radio. Goebbels made sure that everyone could afford a radio - the people's receiver or volksempfänger. They only cost 35 marks and so were cheap.
- Level 3: Explains more than one aspect related to the methods of propaganda** 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 used the radio to get their message across. The newspapers were also controlled. A range of arts was employed to put over the Nazi message. The burning of the books in 1933 sent a clear message but paintings and music were soon also used to present Nazi ideas and values.
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- (c) Why was Nazi propaganda successful? 15
- Target: Explanation of an historical problem, issue or threat. (AO 6.1)**
- Level 1: Provides some details or narrative of the Nazi's propaganda** 1-3
e.g. The Nazis passed the Editor's Law in October 1933.
- Level 2: Simple explanation of the reasons for the success of Nazi propaganda** 4-8
e.g. Nazi propaganda was successful because it was simple and repeated frequently. It was easy to remember.
- Level 3: Explanation based on a broader perspective of the reasons for the success of Nazi propaganda** 9-12
e.g. Nazi propaganda was hard to avoid. It was everywhere. On the radio, in the newspapers, in the streets and places of work. It was difficult to ignore because it exploited simple psychology to make it memorable. Hitler kept his message simple and repeated it frequently. It did not need to be the truth so long as it favoured Hitler. Hitler himself favoured the spoken word not just because he was good at it but because it could not be turned off or put down. At meetings which he held at night when people were tired he relied on the fact that it would be hard to resist ideas that seemed to be accepted by all. The ideas of the Nazis appeared in films, newspapers, art and cinema.
- Level 4: Offers a balanced and comprehensive explanation of the success of Nazi propaganda** 13-15

Question 3

- (a) What were the Nazi's ideas about the Aryan race? 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 Aryan race.

e.g. The Aryan race was the ideal of the Nazis.

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

Answers will show knowledge of some distinctive features of the Aryan race.

e.g. The Aryan race was the race destined to rule the world. They had blond hair and blue eyes. The Germans were mainly Aryans and other races were inferior.

The idea was used to unite the German people against outsiders.

- (b) Explain how the Nazis tried to control the lives of women in Germany? 9

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

Level 1: Describes women's lives in simple terms 1-3

e.g. There were no top Nazis who were women. The Nazis used to say that women were equals but by their behaviour showed that they were not equal to men.

Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to women's roles under the Nazis 4-6

e.g. Nazis wanted women to stay at home and have babies. That was the 'true work' referred to in the quotation.

Level 3: Explains more than one aspect related to women's roles under the Nazis 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 wanted women to leave their factory work to stay at home and have babies. If they did this they would free up a job for men thus the unemployment figures would go down. The Nazis would seem to be honouring their election promises. However as the war effort drew more men from the factories the women were required to go back into work. The Nazis had double standards regarding the role of women.

- (c) Why was there so little opposition to the Nazis' persecution of racial minorities in Germany between 1933 and 1939? **15**

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

Level 1: Provides some details or narrative of the persecution of Jews or the opposition **1-3**

e.g. The Nazis encouraged Kristalnacht and deported Jews

Level 2: Simple explanation of the reasons for the lack of opposition **4-8**

e.g. The Nazis were able to persecute the Jews because they did not make a fuss about but did it quietly. They tried to get rid of all the Jews first by deporting them only later did they try to kill them all after the Wannsee Conference on 20 January 1942.

Level 3: Explanation of the reasons for the lack of opposition **9-12**

e.g. The Nazis did not set out to kill all the Jews but it became easier to contemplate such a thing and then plan for it after the invasion of Russia. Operation Barbarossa on 22 June 1941 brought back within the Reich all the Jews Himmler's deputy Heydrich had been deporting to Poland. The Einsatzgruppen showed that it could be done on a large scale. Hitler was able to kill and persecute the Jews because so many other Germans were prepared to ignore it or consider it the price they had to pay for the other benefits of Hitler's regime. Hitler and the Nazis did not make information freely available about what was happening to racial minorities. Therefore it was a problem to know what you were protesting against. Hitler and Goebbels controlled the sources of information. The other reason for little opposition was precisely what you could do about the persecution. Organised resistance was very difficult. The Nazis had a police state that would arrest and punish any opposition.

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