



# General Certificate of Secondary Education

## History 3041/3046 *Specification A*

### *Paper 2*

## Mark Scheme

### *2006 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

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#### 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 answer 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.

As a general rule, give credit for what is accurate, correct or valid.

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.

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.

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## Paper 2

### Option A: The American West, 1840–1895

#### Section A

#### Question 1

- (a) Read **Source A**. **4**  
What does **Source A** suggest about the Indians' attitude to living things?
- Target: Comprehension and inference from an historical source. (AO2)**
- Level 1: Answers that select details from the source** **1**  
e.g. the Indians are lovers of nature.
- Level 2: Answers that draw a simple inference from source** **2-3**  
e.g. the Indian has a close relationship with nature. Indians respect growing living things.
- Level 3: Answers that develop a complex inference from source** **4**  
e.g. Chief Luther Standing Bear suggests that the relationship that the Indians have with nature is at the core of their being. It is their religion. The white man has moved so far away from a respectful understanding with the natural world. That is the reason the white people fight and don't respect the Indians.



- (b)** Read **Sources A** and **B**. **6**  
What different view of the Indians' attitude to living things is suggested by **Source B**?  
Refer to **both** sources in your answer.

**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 the Indians have lots of old people in the tribe.

**Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**  
e.g. in Source A the Indians are nature lovers but in B they don't.

**OR**

**Answers that may use both sources but provide an inference from one**  
e.g. the impression in Source A is of a religious respect for nature but in B they don't care about the old 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. in Source A all life is sacred to the Indians but in B they appear to be deliberately allowing an old man to die. They are not showing his life any respect.

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- (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 A says they love nature and people and B says they don't want the old man anymore.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place.** 3-5  
e.g. Source A was written by an Indian and B is by a white man.
- 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 Chief is talking about their religion or philosophy. The white man does not approve but fails to understand their lifestyle. This is only one incident although he says it is common. It allows the whole tribe to live as nomads.
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- (d) Study **Source C**. 8  
How useful is **Source C** for understanding the attitude of white people to the Plains Indians?  
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 useful or not because it tells us something about the Plains Indians or white people** 1-2

Answers may select details from the sources to support the answer  
e.g. Source C is useful because it shows how they were good fighters and they scalped their opponents.

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

e.g. Source C is useful because it shows that this is what white people read and this is the image they had from the newspapers.

**OR**

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

e.g. Source C is useful because it shows that the whites thought the Indians were brutal and savage and uncivilised.

**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 attitudes to Indians** 6-8

e.g. Source C shows that there was a lot of propaganda really a long time after the Indians had been defeated by the whites. This is from 1892 and the Big Horn was in 1876. It might be justifying what the whites had done to the Indians by putting them on reservations and destroying the buffalo.

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- (e) Read **Source D**. **8**  
**Source D** is an interpretation of why the Plains Indians could not continue to live their traditional way of life by 1895.  
Do you agree or disagree with this interpretation?  
Explain your answer using **Source D** and **your own knowledge**.
- Target: The evaluation of an interpretation. (AO1&3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**  
e.g. I agree because it says the buffalo were all destroyed.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information** **3-5**  
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level  
e.g. I agree because without the buffalo the Indians could not have tipis and they would have little food. They used every part of the buffalo for something.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information** **6-8**  
e.g. without the buffalo the Indians could not have tipis and they would have little food so that bit is right. As nomads they followed the herds of buffalo. They used every part of the buffalo for something – clothing, food, tools and to barter. However there were other factors that prevented them carrying on a traditional way of life. Sadly this was to do with the white man. Cattle ranchers moved into their traditional lands as did miners and thousands of homesteaders. The Government helped a railroad to be built. So it is not completely true because there were others reasons such as being militarily defeated by the US army.
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- (f) Why had the Indians been so successful at living on the Plains before the arrival of white settlers? **12**  
Explain your answer using the **sources and your own knowledge**.

**Target: An understanding and evaluation of causation**

**Level 1: Answers that provide general statements, describe single factors, give factual details of or just a single reason for, the lifestyle of the Plains Indians** **1-2**  
e.g. the Indians used the buffalo for everything they needed. There were thousands of the buffalo. It provided clothing and shelter and food

**Level 2: Answers that comment briefly on several factors, to do with the success of the lifestyle of the Plains Indians** **3-6**  
e.g. the Indians were nomads not settlers so they did not exhaust one area. The Indians had a very sensible social system that involved polygamy and leadership was by wise elders. The Indians worked with nature. The Indians did not waste any part of the buffalo so they got the most out of the meagre resources they had.

**OR**

**Answers that identify and explain one factor, in depth to do with the success of the lifestyle of the Plains Indians**

e.g. the horse and the skills of the Indian as a horseman were the key to their success on the Plains. The horse was used in hunting. It meant that the Indians could hunt further away from camp and bring the meat back. The horse also improved warfare; the Indian could raid over larger distances and gave him a reason to attack – to gain horses. Skill at riding became an important measure of status in Indian society.

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

e.g. there were many reasons for the success of the Plains Indians. The horse and the skills of the Indian as a horseman were the key to their success on the Plains. The horse was used in hunting. It meant that the Indians could hunt further away from camp and bring the meat back. Without the horse the Indians would not be able to exploit the resources of the Plains and the buffalo in particular. It allowed them to follow the buffalo herds. The buffalo supplied all of their clothing, shelter and the main part of their diet. The Indians had a government and organisation that used the collective wisdom of the tribe. They respected old people and allowed the warriors to have a voice in decisions...

**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**

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**Section B**
**Question 2**

- (a) Who were the first white people to go on to the Great Plains? **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 first white people to go on to the Plains e.g. the first whites were the fur trappers. Fur hats were very fashionable in Paris and New York. The trappers made trails into the West.

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

Answers will show knowledge of some distinctive features of the first white people to go on to the Plains e.g. the fur trappers went from the East coast as far as the Rocky Mountains. They trapped beaver for their skin. Many people went on to the Plains in order to try to reach California or Oregon where they thought they would have a better life. In 1849 there was the gold rush and many miners crossed the Plains. Of course there were Mormons as well...

- (b) Using **Source E and your own knowledge**, explain why it was difficult to farm on the Great Plains. **9**

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

**Level 1: Describes farming on the Great Plains** **1-3**

e.g. they lived in sod houses. The insects dropped of the ceiling. They burned buffalo dung for fuel.

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

e.g. the grasshoppers ate all the crops. They swept across the prairies in 1871, 1874 and 1875. Hundreds of acres of cornfields disappeared in a few hours. One column was said to be 240 km wide.

**Level 3: Explains more than one aspect related to the problems of farming on the Great Plains** **7-9**

At this level responses will explain more than one or two aspects apart from those suggested in the quotation e.g. there was a problem of insects like grasshoppers that ate the crops. The big problem was water; this could cause all your crops to fail. Digging a well was a solution but it was expensive and no guarantee of finding water. Drought in summer and severe cold in winter could damage or destroy crops. Ploughing the soil was a back breaking task. The ground was so hard it broke cast iron ploughs.

- (c) How important were new farming methods in overcoming the problems which white people faced in settling on the Great Plains? 15

**Target: An understanding and evaluation of causation. (AOs 1 & 2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the new farming methods** 1-3  
e.g. they used a wind pump to get water.

**Level 2: Answers that comment briefly on several factors, to do with overcoming the problems of settling on the Great Plains.** Answers at this level are likely to assume the importance of factor(s) 4-8  
e.g. the farmers used new methods of ploughing – dry farming because water was short. The Indians became less of a problem. The Timber and Culture Act gave another 160 acres to homesteaders – this meant that they could make a decent living. The railroad helped bring machinery.

**OR**

**Answers that identify and explain one factor, in depth, to do with overcoming the problems of settling on the Great Plains which may be the new farming methods**

Answers at this level are likely to assume the importance of the factor  
e.g. the farmers overcame the problem of getting water by using wind pumps after 1874 when they were invented. The wind pump was self governing and pumped water day and night. Barbed wire was invented in 1874 by Joseph Glidden. This helped because it was used to fence in crops and protect them.

**Level 3: Answers that recognise and explain several factors to do with overcoming the problems of settling on the Great Plains in specific detail or provide details of the links between factors.** Answers at this level may begin to evaluate the importance of factor(s) 9-12  
e.g. technology was very important in taming the Plains. Barbed wire, wind pumps and Turkey Red all helped. The use of a particularly strong plough – the sodbuster-enabled crops to be sown more easily. But inventions alone could not overcome all the difficulties. The hard work of the farmers made it possible. This is especially true of the women. In order to settle you needed to make a living usually from farming. The government helped because it passed the Timber and Culture Act (1873) which gave another 160 acres to homesteaders – this meant that they could make a decent living. Under the Homestead Act (1862) they did not get enough land. The commercial success of the farmers was ensured by the railroad that took products to the large cities and brought the new technology such as reapers, binders and threshers....

**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.** 13-15

**Question 3**

- (a) What did sheriffs and marshals do? 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 sheriffs and marshals  
e.g. the sheriffs and the marshals tried to keep law and order in the towns. It was a dangerous and badly paid career.

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

Answers will show knowledge of some distinctive features of sheriffs and marshals.  
e.g. the work of sheriffs and marshals was very difficult and dangerous. The US marshals were appointed by the president to look after a state or territory. They had deputy marshals who looked after a smaller area. Sheriffs were elected by the people of a county for two years. They had a large area and did not do much good. Some towns had a marshal. The worst example of a sheriff was Henry Plummer who led a band of outlaws in Montana. He was hanged by vigilantes.

- (b) Using **Source F and your own knowledge**, explain why law and order was a problem on the Great Plains. 9

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

**Level 1: Describes the lack of law and order 1-3**

e.g. after the civil war some ex-confederates turned to bank robbery, like the famous James-Younger gang. There was cattle rustling and claim jumping.

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

e.g. the presence of so much gold and people had little protection and few banks. If you were robbed then the system of values in the West meant that you had to look out for yourself and settle your own problems. The willingness to resort to violence affected big business like cattle barons and the railroads.

**Level 3: Explains more than one cause related to the lack of law and order 7-9**

At this level responses will explain more than one or two aspects apart from those suggested in the quotation  
e.g. law and order was a problem because of the large distances between places. The different groups of people such as blacks, Chinese, Europeans, Mexicans and Indians made a volatile mix. There were many potential economic conflicts between homesteaders and ranchers, cowboys and townsfolk cattle barons and small ranchers. There was a shortage of law enforcement officers and government did not spend money of training or enforcement.



- (c) How important were the actions of the government in trying to overcome the problem of law and order? 15

**Target: An understanding and evaluation of causation. (AOs 1 & 2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the actions of the government** 1-3  
e.g. the government often sent in troops to sort the violence out like in the Johnson County War in 1892.

**Level 2: Answers that comment briefly on several factors, to do with overcoming the problem of law and order.** Answers at this level are likely to assume the importance of factor(s) 4-8  
e.g. the government helped because it appointed judges. Vigilantes made everyone think twice about committing crimes. As homesteaders settled the Plains became more civilised and peaceful. The marshals and sheriffs helped to give some law and order.

**OR**

**Answers that identify and explain one factor, in depth, to do with overcoming the problem of law and order** which may be **the actions of government**. Answers at this level are likely to assume the importance of the factor  
e.g. when a territory had 60,000 inhabitants it could become a state in the union. It would choose its own Governor and take responsibility for finance. The idea was that federal, town and county officials would provide law and order. Government action helped by providing a system of law and order.

**Level 3: Answers that recognise and explain several factors to do with overcoming the problem of law and order in specific detail or provide details of the links between factors.** Answers at this level may begin to evaluate the importance of factor(s) 9-12  
e.g. the government appointed judges – three for each state or territory. They also appointed US marshals to each state. Government action was not the only thing making the West a safer place. The victims became stronger. The railway companies introduced express cars made entirely of steel and containing armed guards. They put posse vans full of armed men ready for pursuit. Train robberies reached a peak in 1900 and then began to tail off. The stage coaches had armed guards as well ‘to ride shotgun’. There were also Ranger forces in Texas and in Arizona who were a mounted police force. The Pinkerton Detective Agency was started in 1850. It hunted down armed gangs like the James gang.

**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.** 13-15

**Option B: Britain, 1815–1851**

**Section A**

**Question 1**

- (a) Read **Source A**. **4**  
 What does **Source A** suggest about the events of 16 August 1819 at St Peter’s Field?
- Target:** Comprehension and inference from an historical source. (AO2)
- Level 1: Answers that select details from the source** **1**  
 e.g. the crowd were trampled down and they hit them with sabres.
- Level 2: Answers that draw a simple inference from source** **2-3**  
 e.g. the Yeomanry were violent. The people were no match for the Yeomanry.
- Level 3: Answers that develop a complex inference from source** **4**  
 e.g. the level of violence was unnecessary. The Yeomanry were out of control.
- (b) Read **Sources A and B**. **6**  
 What different view of the events of 16 August 1819 at St Peter’s Field is suggested by **Source B**?  
 Refer to **both** sources in your answer.
- 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 they defied the warnings.
- 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 crowd were attacked but B says it says the Yeomanry just did their job.
- OR**
- Answers that may use both sources but provide an inference from one.**  
 e.g. the impression in Source A is that the speakers were talking to the crowd but in B it seems as if they were rousing them and agitating them against the government.
- 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 comments are critical of the Yeomanry for being so brutal and the magistrates who gave the order. In Source B it is the organisers of the meeting who have been criticised and blamed for the deaths and injuries. They have brought the actions of the Yeomanry on themselves.

- (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 A says about one hundred were injured but B says about 50.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** **3-5**  
e.g. Source A was written by a reformer who would not like to see the reformers meeting broken up but B is a newspaper.
- 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 written for the people who might support the magistrates who ordered the yeomanry to do what they did. The working people would not be able to read what was written or afford a newspaper.

- 
- (d) Study **Source C**. **8**  
How useful is **Source C** for understanding what was wrong with the electoral system before 1832?  
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 useful or not because it tells us something about the electoral system before 1832.** Answers may select details from the sources to support the answer **1-2**  
e.g. Source C is useful because it shows the people getting money at a big meeting.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the faults of the pre-1832 electoral system** **3-5**  
e.g. Source C is useful because it shows that people were being sarcastic about the system and ridiculing it in the cartoon they knew it was unfair.
- OR**
- Answers that explain that Source C is useful or not through an understanding of its content in relation to the faults of the pre-1832 electoral system**  
e.g. Source C is useful because it shows that the electors could be bribed.
- 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 faults of the pre-1832 electoral system** **6-8**  
e.g. Source C shows that many people understood that the electoral system was corrupt and had taken to advertising the fact through public meetings such as at St Peter's field and in cartoons like this. Even poorly educated people could understand the point of this picture. It is obvious that the person who treats or bribes the most will be successful at getting the most votes.
-

- (e) Read **Source D**. **8**  
**Source D** is an interpretation of the reasons for the passing of the Parliamentary Reform Act in 1832.  
Do you agree or disagree with this interpretation?  
Explain your answer using **Source D and your own knowledge**.
- Target: The evaluation of an interpretation. (AO1&3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**  
e.g. I agree because it says how there were riots and there could be a revolution.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**  
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level  
e.g. I agree because there were riots in Bristol in October 1831 and 12 people died. Over 100 rioters were arrested and 4 were hanged. So there was pressure for change and violence.
- Level 3: Answers that both agree and disagree with Source D 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 system of law and order was put under stress. I know that there were riots in Bristol and Birmingham and other large towns so the source is right. But there were other reasons for reform such as the press campaign in unrepresented cities in newspapers like the 'Leeds Mercury', 'The Manchester Guardian' and 'The Newcastle Chronicle'. They were strong in their support. The Cholera of 1831 and the economic slump in 1829 and 1831 also added pressure for change to the system. So D is not completely true.
-

- (f) The Chartists campaigned for further Parliamentary Reform without success. Why did they fail? **12**  
 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, give factual details about or just a single reason for the failure of the Chartists** **1-2**

e.g. the Chartists produced three petitions. The last one was in 1848.

**Level 2: Answers that comment briefly on several factors, to do with the inability of the Chartists to bring about more electoral reform** **3-6**

e.g. the Chartists could not bring more reform because they had little money and the newspapers were against them. The government was beginning to pass laws favourable to the working class.

**OR**

**Answers that identify and explain one factor, in depth to do with the inability of the Chartists to bring about more electoral reform**

e.g. the Government were very efficient at using their power, the troops and police and legal system to stop the Chartists. Many Chartist leaders were arrested and imprisoned for relatively short periods of time thus the Chartists lost their leaders. Short sentences meant that there were few protests from the Chartists themselves.

**Level 3: Answers that recognise and explain several factors to do with the inability of the Chartists to bring about more electoral reform in specific detail or provide details of the links between factors** **7-10**

e.g. Chartism lost support when economic conditions improved. The Chartists were unable to achieve more because their wider support coincided with periods of economic hardship such as in 1839, 1842 and 1848. The authorities used the efficient communication of the railway and telegraph and to get troops to trouble spots. Many Chartist leaders were arrested and imprisoned for relatively short periods of time thus the Chartists lost their leaders. The Press was against them, 'The Times' emphasised their violence and 'Punch' ridiculed them...

**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 navvies? 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 navvies  
e.g. the navvies were the people who built the railways.

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

Answers will show knowledge of some distinctive features of the navvies  
e.g. the navvies had a poor reputation for behaviour. This went ahead of them as they worked to build the railways. Their name comes from the word ‘navigators’ – the builders of the canals. They were feared for their heavy drinking, loose morals and violence.

- (b) Using **Source E and your own knowledge**, explain why some people opposed the building of the railways. 9

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

**Level 1: Describes the railways or their building.** 1-3

e.g. one of the first important railways was from Manchester to Liverpool. It was completed in 1830. Many people did not want it built

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

e.g. the canal owners thought the railways would take their business away so they opposed the building of railways. Canals were slow and bad weather caused delays.

**Level 3: Explains more than one aspect related to opposition to the railways.** 7-9

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

e.g. landowners opposed the building of the railways. The earls of Derby and Sefton opposed the Liverpool to Manchester Railway because it passed over their land. Their men attacked the surveyors for the railway. Some people were worried about the sparks and noise that could upset animals. Canal owners thought that they would lose business.

- (c) The building of the railway system in Britain had many consequences. 15  
 Were the economic consequences the most important ones for the development of Britain?  
 Explain your answer.
- Target:** An understanding and evaluation of consequence. (AOs 1 & 2)
- Level 1:** **Answers that provide general statements, describe single results or factual details of the impact of the railways** 1-3  
 e.g. the railways changed the way the cities and towns looked. Sometimes old buildings in the centre of town were pulled down and sometimes a station was built on the outskirts of town.
- Level 2:** **Answers that comment briefly on several aspects, to do with the consequences of the railways.** 4-8 Answers at this level are likely to assume the importance of aspects(s)  
 e.g. the people were able to have holidays. The football league started. People's diets changed. A lot more iron, coal and wood was needed for the railways. Jobs were provided.
- OR**
- Answers that identify and explain one aspect, in depth, to do with the consequences of the railways which may be the economic consequences.**  
 Answers at this level are likely to assume the importance of the aspect  
 e.g. the building of the railways gave a big boost to the demand for steel, wood and coal. Bricks were needed for the stations and signal boxes. There were many new jobs. Some got jobs building the railways others after they were built to run them.
- Level 3:** **Answers that recognise and explain several aspects to do with the consequences of the railways in specific detail or provide details of the links between factors.** 9-12 Answers at this level may begin to evaluate the importance of aspects(s)  
 e.g. the economic consequences were very significant. Railways stimulated the demand for raw materials – coal, iron, and steel, wood. It provided work in the building and running of the railways. New towns were built to service the rail industry. Investment in the railways gave a great boost to stock exchanges and shares. However the social consequences were greater. People could get about more. It gave them holidays away and expanded their horizons. Food was fresher so people's diets improved they became healthier. As well as allowing people to travel for pleasure the post and newspapers broadened their minds...
- 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.** 13-15



### Question 3

- (a) What changes were there to the population of Britain between 1815 and 1851? 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 population change.

e.g. the population was 15.9 million in 1815. Most people lived in the countryside but more were moving to the towns and cities.

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

Answers will show knowledge of some distinctive features of population change

e.g. the population was increasing. About one third of the population made their living from agriculture in 1815. There was a shift from the countryside to the towns. In 1815-1819 97,799 people emigrated. By the end of the period between 1850 -1854 1,638,945 had left the country. In 1851 the population was 27.39 million.

- (b) Using **Source F and your own knowledge**, explain why emigrants' voyages to new lands were difficult at this time. 9

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

**Level 1: Describes aspects of the voyages or emigrants** 1-3

e.g. some times the emigrants got a free passage. They were advertised. It was common to go to Australia this way. It was a long voyage

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

e.g. it as difficult because you were all cramped together on the voyage and you could catch diseases. People would be sick and the smell would be awful.

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

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

e.g. there was a problem of overcrowding on some voyages. There could be little light and ventilation. But it need not be a difficult voyage if you were wealthy and could pay for a cabin. On some trips there was not enough food and water for the passengers. In 1834 more than 700 people died in Atlantic shipwrecks. From 1847 to 1853 at least 49 migrant ships were lost at sea.

- (c) How important was hope for a better life abroad in encouraging people to emigrate from Britain between 1815 and 1851? **15**

**Target:** An understanding and evaluation of causation. (AOs 1 & 2)

- Level 1: Answers that provide general statements, describe single factors or factual details of emigration** **1-3**

e.g. people went from Ireland and Scotland to America. Some migrants thought they would get rich in the gold rush.

- Level 2: Answers that comment briefly on several factors, to do with the causes of emigration.** Answers at this level are likely to assume the importance of factor(s). **4-8**

e.g. the emigrants who were agricultural labourers made redundant by machinery or changes to farming patterns thought they had a better chance abroad. They had the prospect of a good job and the chance to have plenty of food. Some wanted religious freedom or political freedom away from the oppression they felt in Britain.

**Or**

**Answers that identify and explain one factor, in depth, to do with the causes of emigration which may be the prospects for a better life abroad.**

Answers at this level are likely to assume the importance of the factor  
e.g. the potato was the main food for the Irish but the crop failed in each year from 1846-1849. Over one million Irish people died of starvation and disease. Thousands who were unable to pay their rents were evicted. The landlords used the ‘infamous Gregory clause’ to clear tenants from land and change to livestock farming. In this period two and half million Irish people emigrated mainly to Canada and the USA.

- Level 3: Answers that recognise and explain several factors to do with the reasons for emigration from Britain in specific detail or provide details of the links between factors.** Answers at this level may begin to evaluate the importance of factor(s) **9-12**

e.g. many people left Ireland because there was no future for them. There was competition for land and many faced starvation if they stayed. So although they could hope for a better future abroad they had nothing to look forward to if they stayed. Large areas of Scotland too were cleared of people as the landowners put sheep to graze. These were presented as ‘improvements’ but they weren’t for the small farmers who were pushed out. On the farms of England farmers used machines and needed fewer workers. Opportunities abroad were advertised enticingly to people. With a free passage this was very attractive...

- 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.** **13-15**

**Option C: Elizabethan England, 1558–1603**

**Section A**

**Question 1**

- (a) Read **Source A**. **4**  
What does **Source A** suggest about William Cecil?

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

**Level 1: Answers that select details from the source** **1**  
e.g. The Queen wants Cecil to give her the best advice.

**Level 2: Answers that draw a simple inference from source** **2-3**  
e.g. Cecil is a powerful man.

**Level 3: Answers that develop a complex inference from source** **4**  
e.g. Elizabeth must trust him to give such a job so early on.

- (b) Read **Sources A and B**. **6**  
What different view of William Cecil is suggested by **Source B**?  
Refer to **both** sources in your answer.

**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 he is arrogant.

**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 Cecil is a good man but B says he is a nasty person.

**OR**

**Answers that may use both sources but provide an inference from one**  
e.g. the impression in Source B is one that he does not trust him.

**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 Cecil is a trustworthy person who is very close to the Queen. In B he appears to abuse his position by dominating and exploiting the court.

- 
- (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 A is an announcement but B is a private diplomatic letter to the ambassador's boss.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** 3-5  
e.g. Source A was written in 1558 just after Elizabeth came to power but B was written later.  
This is how Cecil is behaving in 1571.
- 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 giving Cecil confidence and some authority. The ambassador is on the receiving end of Cecil working for the Queen. He has probably been upset about the plots to overthrow Elizabeth that have failed. Philip II would not want to hear good things about his rival's counsellors. They are all Protestants and he is a Catholic.
-

- (d) Study **Source C**. 8  
How useful is **Source C** for understanding the relationship between Parliament and Queen Elizabeth?  
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 useful or not because it tells us something about the Elizabethan Parliament.** 1-2  
Answers may select details from the sources to support the answer  
e.g. Source C is useful because it shows where they all sit with the Queen at the top.

**Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the Elizabethan Parliament** 3-5  
e.g. Source C is not useful because it comes from the seventeenth century and is remembering how it was.

**OR**

**Answers that explain that Source C is useful or not through an understanding of its content related to the Elizabethan Parliament**  
e.g. Source C is useful because it represents the idea that Elizabeth dominated her Parliament. She is assisted by the Secretaries of State with Cecil on her right. He was the chief minister. Every one knew their place with the judges, bishops and Lords in attendance.

**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 the Elizabethan Parliament** 6-8  
e.g. Source C shows that in the seventeenth century they looked back fondly to a time when the supreme authority was the monarch in Parliament. They think fondly of Elizabeth then saying she is of ‘glorious memory’. However it was less so in Elizabeth’s time. It is not as helpful as Elizabeth often fell out with her parliaments and the Puritans there criticised her, so this is not so helpful because they all seem to be getting on so well all in their place. It includes the Speaker in the centre at the bottom.

- 
- (e) Read **Source D**. **8**  
**Source D** is an interpretation of Queen Elizabeth's reign.  
Do you agree or disagree with this interpretation?  
Explain your answer using **Source D and your own knowledge**.
- Target: The evaluation of an interpretation. (AO1&3)**
- Level 1: Answers that describe the source and details of it or its provenance.** **1-2**  
e.g. I agree because it says that there were some failures in Elizabeth's reign. She did not get married.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**  
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level  
e.g. I disagree because there were many triumphs and successes like the defeat of the Armada and the Great Elizabethan Poor Law.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information** **6-8**  
e.g. it is true as Source D says that there were failures and Elizabeth did not succeed in managing Parliament. Her successor faced many problems and eventually the country went into civil war. However the fact that she reigned as a woman for 45 years is a great achievement. I disagree with parts of the interpretation because she was not overthrown and England was not invaded and people could get on with their lives due to the Church settlement.
-

- (f) How did Elizabethan government work? 12  
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 government of England** 1-2  
e.g. the Queen executed anyone who upset her or broke the law. The beggars who would not work were whipped.
- Level 2: Answers that comment briefly on several factors, to do with the government of England** 3-6  
e.g. the Queen used the Court and the Privy Council to govern England.  
The Privy Council ordered the JPs to carry out the government's wishes.
- OR**
- Answers that identify and explain one factor, in depth to do with the government of England**
- e.g. the workhorse of the Elizabethan government was the Justice of the Peace. There were about 40 of them in every county. They were usually gentry landowners who knew the local country well. They were unpaid but it was a great honour. Elizabeth sent them more and more work as the reign went on.
- Level 3: Answers that recognise and explain several factors to do with the government of England in specific detail or provide details of the links between factors** 7-10  
e.g. the most administrative work was done by the JPs. They were sent instructions by the Privy Council. The JPs had lesser officials such as Constables or night watchmen to help them. They had to administer the Poor Law. The Privy Council had about 20 members. Its main task was to give advice. The Privy Council was chosen from the powerful nobles, gentry and Church. The Court was the centre of political power. In the Court the Queen used the power of patronage to win loyalty.
- 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
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**Section B**
**Question 2**

- (a) Who was Philip II? 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 Philip II.  
e.g. Philip II was the king of Spain.

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

Answers will show knowledge of some distinctive points about Philip II  
e.g. Philip had been married to Elizabeth's sister, Queen Mary. Philip intended to propose to Elizabeth. It would be an easy way to make sure England stayed Catholic. Philip was the ruler of the most powerful country in the world. But he would prefer not to have to spend money conquering England. If Elizabeth was overthrown early on in her reign then Mary, Queen of Scots would take over and she was friendly to the French.

- (b) Using **Source E and your own knowledge**, explain why Queen Elizabeth's settlement of religion was a compromise. 9

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

**Level 1: Describes the religious settlement.** 1-3

e.g. Elizabeth passed the Acts of Supremacy and Uniformity in 1559.

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

e.g. the Queen realised those who disagreed on religion might also disagree on other matters. Religion was sufficiently important for men to rebel against the Queen. That is why she compromised on religion.

**Level 3: Explains more than one reason related to Elizabeth's compromise in 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 not to upset people and to buy time for her reign to establish itself. She was personally tolerant of beliefs so long as people were loyal. She said she did not want to make 'windows into men's' souls'. A hard line on religion would make it 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.



- (c) How important were the plots and events of 1568-1570 in changing Queen Elizabeth's policy towards English Catholics? 15

**Target: An understanding and evaluation of causation. (AOs 1 & 2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of Elizabeth's reign** 1-3  
e.g. the Pope excommunicated Elizabeth.

**Level 2: Answers that comment briefly on several factors, to do with Elizabeth's religious policy.** 4-8  
Answers at this level are likely to assume the importance of factor(s)  
e.g. the Queen took a more severe line with Catholics because her advisers and the MPs demanded it. However Elizabeth did feel more secure on the throne after ten years.

**OR**

**Answers that identify and explain one factor, in depth, to do with Elizabeth's religious policy which may be the plots and events of 1568-1570.** Answers at this level are likely to assume the importance of the factor  
e.g. the Northern Rebellion was in 1569. Elizabeth's army crushed the rebels and 800 hundred rebels were executed. The Papal Bull of 1570 ordered Catholics not to obey Elizabeth. After these two events Elizabeth and Parliament were keen to take a harder line on the Catholics.

**Level 3: Answers that recognise and explain several factors to do with Elizabeth's religious policy in specific detail or provide details of the links between factors.** 9-12  
Answers at this level may begin to evaluate the importance of factor(s).  
e.g. the 1569 Northern Rebellion and the 1571 Ridolfi plot all helped change Elizabeth's policy to Catholics. However events like the Massacre of St Bartholomew's day 1572 added further weight to calls for Mary's execution. The biggest influence on Elizabeth's policy was the influx of Jesuit and Seminary priests coming to Britain from 1570 onwards. The murder of William of Orange was another indication that Elizabeth was vulnerable and a lone Protestant leader in Europe...

**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.** 13-15

**Question 3**

- (a) Who were vagabonds? 6
- Target: Understanding of the key features of the period. (AO1)**
- 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 vagabonds  
 e.g. the vagabonds were wandering beggars. They were fit and strong but avoided work.
- Level 2: Response shows understanding in a broader context of the period.** 4-6  
 Answers will show knowledge of the vagabonds  
 e.g. the vagabonds were wandering beggars. They were fit and strong but avoided work. They were feared by ordinary people because they robbed and stole. They had their own language called canting. There were clapperdungeons and counterfeit cranks. Many thought they were a serious threat to law and order.
- (b) Using **Source F and your own knowledge**, explain why Queen Elizabeth’s government was worried about poverty. 9
- Target: Understanding of the key features of the period (AO 1)**
- Level 1: Describes the poverty** 1-3  
 e.g. some people were poor because they were ill; others were poor by misfortune # such as the wounded soldier. But there were others – ‘sturdy beggars’ that worried people.
- Level 2: Considers a singular reason (probably based upon the quotation offered) and/or mentions other aspects related to the Elizabethan concern about poverty** 4-6  
 e.g. the Puritans thought that hard work was good. Idleness was a sin that displeased God. It was the devil who made people idle. Many of Elizabeth’s advisers were Puritans.
- Level 3: Explains more than one reason related to the Elizabethan concern about poverty.** 7-9  
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation  
 e.g. Elizabethan government did not have a standing army so they were always worried about rebellions. The rising numbers of poor people made the threat of rebellion even greater. As the numbers of poor people rose private charity could not deal with them. Henry VIII had closed down the monasteries that used to help care for the poor. The JPs thought that the poor were a threat to the law and order of the area.

- (c) How important was the rise in prices in causing the increase in poverty in the sixteenth century? 15

**Target: An understanding and evaluation of causation. (AOs 1 & 2)**

**Level 1: Answers that provide general statements, describe single factors or factual # details of poverty in Elizabethan times** 1-3  
e.g. Because there were so many poor people they built hospitals for the sick. Other places were Bridewells which were Houses of Correction for the Poor.

**Level 2: Answers that comment briefly on several factors, to do with increased poverty.** 4-8  
Answers at this level are likely to assume the importance of factor(s)  
e.g. the fighting of wars left soldiers and sailors without jobs when they finished. Enclosures pushed people of the land. Bad harvests affected the poor.

**OR**

**Answers that identify and explain one factor, in depth, to do with increased poverty which may be price rise**  
Answers at this level are likely to assume the importance of the factor  
e.g. inflation was very important. It is when prices rise faster than wages. This happened because there was a shortage of food. There were bad harvests in 1562, 1586, and 1596-7. At the same time the population rose. This meant there were more poor people.

**Level 3: Answers that recognise and explain several factors to do with increased poverty people in specific detail or provide details of the links between factors.** 9-12  
Answers at this level may begin to evaluate the importance of factor(s)  
e.g. inflation was very important but not the only reason for poverty. Inflation happened because there was less food for a rising population and prices went up. The enclosure of fields and the raising of sheep pushed people of the land so there was unemployment. The collapse of the cloth trade put many people out of work. Bad harvests did not help the food supply problem. Henry VIII debased the coinage as well, Elizabeth put the problem right in 1560-1.

**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.** 13-15

**Option D: Germany, 1919–1945****Section A****Question 1**

- (a) Read **Source A**. **4**  
 What does **Source A** suggest about the attitude of Christians in Germany?
- Target: Comprehension and inference from an historical source. (AO2)**
- Level 1: Answers that select details from the source** **1**  
 e.g. they didn't want Jews to marry Germans.
- Level 2: Answers that draw a simple inference from source** **2-3**  
 e.g. some Christians supported the Nazis.
- Level 3: Answers that develop a complex inference from source** **4**  
 e.g. some German Christians blended Christian ideas with Nazi racial ideas.
- (b) Read **Sources A and B**. **6**  
 What different view of Christians is suggested by **Source B**?  
 Refer to **both** sources in your answer.
- 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 people are being killed.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**  
 e.g. in Source A they say they should be protected against the unfit and in B the Archbishop says it is wrong to kill.
- OR**
- Answers that may use both sources but provide an inference from one**  
 e.g. in Source A there are lots of Nazi ideas about killing the unfit but in B the Bishop thinks the Nazis are not Christian.
- 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 Nazi ideas being compatible with Christian ideas but in Source B it is very different. The Nazis are breaking one of the Ten Commandments

- (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 in Source A it is about what they want to do and in B it is what they are doing.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** 3-5  
e.g. Source B is from 1941 but in A it is from 1933 before the Nazis got started.
- 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 is a German Christian and pro-Nazi whereas the Bishop is Catholic and he has seen what the Nazis have done. He realised the Nazis have not kept their word and broken the Concordat. He is being brave to speak out.

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- (d) Study **Source C**. **8**  
How useful is **Source C** for understanding Nazi ideas about education?  
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 useful or not because it tells us something about the Nazi's and education.** **1-2**  
Answers may select details from the sources to support the answer  
e.g. Source C is useful because it shows the Jewish children leaving the school.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the Nazi's ideas about education** **3-5**  
e.g. Source C is useful because it is what the Nazis wanted to put into the minds of small children because it is a children's book.
- OR**
- Answers that explain that Source C is useful or not through an understanding of its content in relation to the Nazi's ideas about education**  
e.g. Source C is useful because it shows that the Nazis targeted the Jews and they were anti-Semitic.
- Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the Nazi's ideas about education** **6-8**  
e.g. Source C shows that the Nazis wanted to influence small children to dislike the Jews. The children are shown being happy when the Jews leave. The suggestion is that good Germans will be happy if the Jews leave or go away. They wanted to influence them when they were young that it is in a book especially for the young. At this age they will believe it more easily. It shows the racial stereotypes of Jewish people and Aryans.
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- (e) Read **Source D**. **8**  
**Source D** is an interpretation of the effects of Nazi economic policies.  
Do you agree or disagree with this interpretation?  
Explain your answer using **Source D and your own knowledge**.
- Target: The evaluation of an interpretation. (AO1&3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**  
e.g. I agree because it says that people got jobs. The Nazi policies appealed to the workers.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**  
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level  
e.g. I agree because Source D says Hitler had a priority to cure the problems of the Depression when there was widespread unemployment. This had a wide appeal to men who got the jobs and their families.
- Level 3: Answers that both agree and disagree with Source D 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 some success to Nazi economic policy. The Kdf scheme was liked for its holidays and rewards. There were jobs and unemployment virtually disappeared. Hitler seemed to fulfil his promises. However I disagree as with D the jobs were often as slave workers on construction sites. They did produce the autobahns but at a cost. Some workers did not enjoy Nazi economic policies. The farmers were given some security of tenure but unable to expand their farms. Young farmers who liked the Nazis did not inherit farms and left the countryside. Women who were ‘forced’ out of employment could not be happy.
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- (f) Why was it difficult for Germans to resist and oppose the Nazis after 1933? 12  
 Explain your answer using **the sources and own knowledge**.

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

**Level 1: Answers that provide general statements, describe single factors, give factual details of, or just a single reason for, the difficulties of the resistance/opposition to Hitler after 1933** 1-2

e.g. the Nazis had a police state and many informers.

**Level 2: Answers that comment briefly on several factors, to do with the difficulties of the resistance/opposition to Hitler after 1933** 3-6

e.g. Hitler used violence and because people were terrified they did not oppose him. The Gestapo had informers who kept an eye on things. The opposition groups found it hard to combine their actions.

**OR**

**Answers that identify and explain one factor, in depth, to do with the difficulties of the resistance/opposition to Hitler after 1933**

e.g. the people were fed lots of propaganda. This made them aware of how to behave. Their neighbours told them what to do. They were frightened of the consequences of not conforming to what was expected.

**Level 3: Answers that recognise and explain several factors to do with the difficulties of the resistance/opposition to Hitler after 1933 in specific detail or provide details of the links between factors** 7-10

e.g. groups like the Kreisau circle and the Beck–Goerdeler group never united in their plans for opposition. The people of Germany policed themselves. Informers in blocks of flats watched the people. The Gestapo kept files on people. The SA would beat up people who did not conform. It was hard to know what they could do to resist the Nazis because they had such widespread support. The information they had was partial and controlled by the Propaganda ministry.

**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 was the Munich Putsch? 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 Munich Putsch  
e.g. the Munich Putsch happened in 1923 and was Hitler's first attempt to seize power.

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

Answers will show knowledge of the Munich Putsch.  
E.g. Hitler learnt valuable lessons from the 1923 Putsch in Munich. He was arrested spent some time in jail after it. He resolved to use democratic methods to achieve power. He went on to write Mein Kampf. The events of Munich, 1923 passed into Nazi legend. They were known as the 'old fighters' if they had been there.

- (b) Using **Source E and your own knowledge**, explain why there were attempts to overthrow the Weimar government in the years 1919 to 1923. 9

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

**Level 1: Describes Weimar 1919-1923 in simple terms 1-3**

e.g. the Weimar government was Social Democrat after the Kaiser abdicated.

**Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to attempts to overthrow Weimar 1919-1923 4-6**

e.g. The Weimar government was blamed for the loss of the First World War and the humiliating peace treaty signed at Versailles. Many Freikorps soldiers joined the Kapp Putsch in 1920.

**Level 3: Explains more than one aspect related to attempts to overthrow Weimar 1919-1923. 7-9**

At this level responses will explain more than one or two aspects apart from those suggested in the quotation  
e.g. The Communists thought that the Social democrats had sold out in forming the government and weren't revolutionary enough. The Kapp Putsch was right wing and blamed Weimar for the Versailles treaty and losing the war. People like Hitler object to the French Invasion of the Ruhr in 1923.

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- (c) How important was help from the USA in making the Weimar government successful in the years 1924 to 1929? 15

**Target: An understanding and evaluation of causation. (AOs 1 & 2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of Weimar Government 1924 to 1929** 1-3  
e.g. Gustav Stresemann was in charge at this time. He was both Chancellor and Foreign Minister.

**Level 2: Answers that comment briefly on several factors, to do with the successes of the Weimar Government 1924 to 1929.** Answers at this level are likely to assume the importance of factor(s). Answers that argue solely or additionally that the Weimar government was not as successful as suggested may be seen and rewarded at this level. 4-8  
e.g. the USA gave money. Stresemann was a talented politician. Moderate parties continued to support Weimar. The British, French and Americans accepted lower Reparations payments. The currency was replaced.

**OR**

**Answers that identify and explain one factor, in depth to do with the successes of the Weimar Government 1924 to 1929 which may be the help from the USA.**

Answers that argue solely or additionally that the Weimar government was not as successful as suggested may be seen and rewarded at this level. Answers at this level are likely to assume the importance of the factor.

e.g. the Government used the Dawes Plan 1924 and Young plan 1929 to get money to rebuild the German economy. This made Germany able to pay its way. America did not want to penalise Germany quite so much as the other allied power so they helped rebuild Germany.

**Level 3: Answers that recognise and explain several factors to do with the successes of the Weimar Government 1924 to 1929 in specific detail or provide details of the links between factors.** Answers that argue solely or additionally that the Weimar government was not as successful as suggested may be seen and rewarded at this level. Answers at this level may begin to evaluate the importance of factor(s). 9-12  
e.g. Weimar stability was helped by foreign aid in the form of the Dawes Plan 1924 and Young plan 1929. However it was Gustav Stresemann who arranged them and he should have most of the credit for restoring Germany's economic and international reputation...

**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.** 13-15

**Question 3**

- (a) Who were the Brownshirts? 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 Brown shirts.

e.g. the Brown shirts were the SA. They beat people up on Hitler's orders.

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

Answers will show knowledge of some distinctive features of the Brown shirts

e.g. the Brown shirts were Hitler's personal army. They acted to create an impressive display or intimidate people or break up other parties' meetings.

- (b) Using **Source F and your own knowledge**, explain why Hitler was personally important to the growth of the Nazi Party before 1933. 9

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

**Level 1: Describes Adolf Hitler and/or the Nazis in simple terms 1-3**

e.g. Hitler was the leader. Nobody else was as important.

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

e.g. Hitler was a great public speaker who could inspire his audience.

**Level 3: Explains more than one aspect related to the importance of Adolf Hitler and/or 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. Hitler was a figurehead and a mythical figure. People could dislike the Nazis and their methods but still admire Hitler. He seemed very different from other party leaders. He was dynamic and a great speaker at meetings. He determined the shape and broad policy of the party.

(c) How important was the Depression in bringing the Nazis to power in 1933? 15

**Target: An understanding and evaluation of causation. (AOs 1 & 2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the Depression or Hitler's rise to power** 1-3  
e.g. in the Depression over 6 million people were out of work in Germany.

**Level 2: Answers that comment briefly on several factors, to do with Hitler's rise to power.** Answers at this level are likely to assume the importance of factor(s)  
e.g. the Nazi propaganda was very good. The SA threatened people and created an impressive show. Hitler's ideas were simple and everyone understood them. Hitler made promises. The Communists seemed too extreme and dangerous. 4-8

**OR**

**Answers that identify and explain one factor, in depth, to do with Hitler's rise to power which may be the Depression.** Answers at this level are likely to assume the importance of the factor.

e.g. because of the Depression all most every family in Germany was affected by some poverty. The people listened to Hitler because he supplied simple solutions to complex problems. Hitler promised jobs and stable prices. There were over 6 million Germans out of work.

**Level 3: Answers that recognise and explain several factors to do with Hitler's rise to power in specific detail or provide details of the links between factors.** Answers at this level may begin to evaluate the importance of factor(s).  
e.g. the Depression was an important factor in bringing Hitler to power. It created the right conditions for extreme politics in Germany. Hitler's simple solutions to the economic problems of the Depression appealed to many different sections of Society. However other aspects such as the ideas of the party, including the anti-Semitism, that had their appeal. The order and power of the Nazi organisation impressed many people. The propaganda and speaking power of Hitler helped bring Hitler to power as well. The poor impression made by other Weimar politicians left Hitler as a stark contrast to their blandness. The threat of the Communists seemed to put many people off supporting them. 9-12

**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.** 13-15