



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

History B

3042(Full Course): 3047 (Short Course)

Paper 2

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HISTORY SPECIFICATION B

A: INTRODUCTION

- **Consistency of Marking**

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

- **The Assessment Objectives**

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

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

- **Levels of Response Marking Schemes**

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

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

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

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

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

- **Identification of Levels of Response**

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

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

- **Placing an answers within a Level**

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

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

- **What is a sustained response?**

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

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

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

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

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

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

Note about Indicative Content.

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

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

- **Some things to remember**

Mark positively at all times.

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

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

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

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

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

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

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

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

Do not use half marks.

D: QUALITY OF WRITTEN COMMUNICATION SKILLS

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

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

E: SOME PRACTICAL POINTS

- **Answers in note form**

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

- **Diagrams, etc**

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

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

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

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

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

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as L2A. 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 are 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**OPTION A : RUSSIA/USSR, 1914-1941****1. The Russian Revolutions of 1917**

- (a) Explain what you can learn from **Source A** about the effects of World War One on Russian agriculture and industry. *(5 marks)*

Target : Comprehension and inference from a source (AO6.2)

Level 1 Answer that takes information from source.
e.g. The war cost a lot of money each day. **1-2**

Level 2 Answer contains basic understanding, and draws a simple inference.
e.g. The war was costing more and more each day. Millions of men were conscripted, and this affected agriculture and industry. **3-4**

Level 3 Answer develops an understanding based on complex inference from the source.
e.g. The Russian economy was suffering because agriculture and industry suffered from insufficient manpower, and the enormous cost per day (41.7 million roubles in 1916) dominated government spending. **5**

- (b) Do **Sources B and C** agree about what was happening in Petrograd in early 1917? Explain your answer using **Sources B and C** *(6 marks)*

Target : Comparison of sources to detect similarities and differences. (AO6.2)

Level 1 Answer selects details from the sources to describe the content.
e.g. Yes – both say there is chaos on the streets. **1-2**

Level 2 Answer provides details from sources to make simple comparisons.
e.g. No – Source B writes about all the troops joining the mutineers. Source C says that the army officers dare not go out on the streets of the city. **3-4**

Level 3 Answer provides comparison of the sources and reaches a conclusion.
e.g. Both sources agree that there is chaos on the streets. However, Source B emphasises the mutiny among the troops, whereas Source C stresses the danger posed to the army officers by the crowds. **5-6**

- (c) How useful is the cartoon (**Source E**) to an historian studying the influence of Rasputin on the Russian royal family? Use **Source E and your own knowledge** to explain your answer.

(9 marks)

Target: Evaluation of a source for utility (AO6.2) in context (AO6.1)

Level 1 EITHER

Accepts the content of the source at face value.

e.g. It shows Rasputin controlling the Tsar and Tsarina, so it is useful.

OR

Generalised or learned response which could apply to any source.

e.g. It is a cartoon, and therefore is of little use because cartoons exaggerate.

1-2

Level 2 EITHER

Simple comments on the usefulness OR the limitations of the source based on information in the source AND/OR own knowledge.

e.g. The source is useful because it shows Rasputin controlling the Tsar and Tsarina, which I know is true (with supporting details).

OR

Simple comments on the usefulness OR the limitations of the source in terms of provenance or reliability or bias.

e.g. The source is limited in use because the cartoon was drawn to show how evil Rasputin was.

3-4

Level 3 Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge.

e.g. The source is useful for showing what Russian people commonly thought, but it is of limited use for discovering the truth of the relationship between Rasputin and the royal family.

5-7

Level 4 Develops an argument about the usefulness AND/OR limitations of the source using the source AND own knowledge.

e.g. As Level 3 + more explicit use of own knowledge on limitations.
e.g. more explicit on purpose/motives of artist in terms of utility and limitations.

8-9

- (d) How accurate an interpretation is **Source D** of the events of the Russian Revolution of March 1917? Use **Source D and your own knowledge** to explain your answer.

(10 marks)

Target Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)

Level 1 Comprehension of the source, accepting the interpretation at face value

e.g. It is accurate, because it tells us clearly what happened.

1-2

Level 2	<p>Simple explanation and description of how the interpretation came about. e.g. It is from a text-book intended to be used to British schools. It would have no reason to lie.</p> <p>OR simple explanation based on own knowledge.</p>	3-5
Level 3	<p>EITHER Developed explanation to evaluate the motive/purpose of the author. e.g. The author would be intending to tell what happened accurately in a book intended for use by students in schools. He would have no reason to mislead. However, as it is a general textbook covering a vast topic, the section cannot be very detailed and the author may be guilty of over-simplification.</p> <p>OR Analysis of the content of the source through use of own knowledge. e.g. Compares factual information in the source with own knowledge and reaches a conclusion.</p>	6-8
Level 4	Combines both of Level 3	9-10
	<p>(e) Later in 1917 there was a second revolution in Russia when the Bolsheviks gained control. Use your own knowledge to explain why the Bolsheviks were able to seize control in October/November 1917.</p>	<i>(15 marks)</i>
Target	Causation (AO6.1)	
Level 1	<p>EITHER Simple, descriptive narrative of part of the topic e.g. Bolsheviks stormed the Winter Palace and seized key places in Petrograd.</p> <p>OR Simple, generalised statements of causation. e.g. Lenin and Trotsky organised the Bolshevik uprising.</p>	1-3
Level 2	<p>EITHER Narrative implying analysis of causation e.g. Answer tells the story of what happened, and mentions some reasons for Bolshevik success in passing.</p> <p>OR Multicausal explanation which lacks development e.g. Several reasons given about failures and weaknesses of Provisional Government and planning by Lenin and Trotsky, but the reasons are not developed.</p> <p>OR Developed monocausal answer.</p>	4-8

Level 3	<p>EITHER Developed multicausal answer. e.g. Several reasons are developed about weaknesses and failures of Provisional Government and about detailed planning for the seizure of power by the Bolsheviks.</p> <p>OR A selective and structured account establishing some arguments. e.g. Answer is mostly narrative, but reasons are given at various points within the narrative framework.</p>	9-12
Level 4	<p>A balanced, sustained, analytical, multicausal answer clearly linked to the demands of the question. e.g. In addition to Level 3, the answer highlights the comparatively small support enjoyed by the Bolsheviks and the improbability of long-term success.</p>	13-15

OPTION B : GERMANY 1918-1939

2. The Weimar Republic, 1919-1929

- (a) Explain what you can learn from **Source F** about the importance of Hitler and the Nazi Party in 1922. (5 marks)

Target : **Comprehension and inference from a source (AO6.2)**

Level 1	<p>Answer that takes information from source. e.g. The Nazis were very important.</p>	1-2
Level 2	<p>Answer contains basic understanding, and draws a simple inference. e.g. The Nazis were very important in spite of their small numbers. The most important person was Hitler who dominated everything.</p>	3-4
Level 3	<p>Answer develops an understanding based on complex inference from the source. e.g. The Nazi Party was small, but with a large political influence. This was possible because of the dominating personality of Hitler, who could influence an assembly of people. This suggests that the Nazis had the potential to be very important in Germany.</p>	5

- (b) Do **Sources G and H** agree about what happened during the Munich Putsch of November 1923? Explain your answer using **Sources G and H**. (6 marks)

Target : **Comparison of sources to detect similarities and differences (AO6.2)**

Level 1	<p>Answer selects details from the sources to describe the content. e.g. Source G describes the Nazi march into Munich with the police stopping the march and Nazis and police both being killed. Source H also describes the march and a battle taking place in the streets.</p>	1-2
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- Level 2** **Answer provides details from sources to make simple comparisons.**
e.g. No – Source G says there were 5000 Nazis marching into Munich, whereas Source H says only 3000 men. They agree on the numbers of Nazis killed. **3-4**
- Level 3** **Answer provides comparison of the sources and reaches a conclusion.**
e.g. Both Sources G and H tell the story of the march into Munich, and both agree about the basic outline of the story. They disagree on the detail of the number of Nazis marching (Source G – 5000, Source H – 3000). The descriptions also emphasise slightly different things. e.g. in Source G a shot ringing out; in Source H the importance of the police barricade. **5-6**
- (c) How useful is the poster (**Source K**) to an historian studying German reactions to the French occupation of the Ruhr in 1923? Use **Source K and your own knowledge** to explain your answer. *(9 marks)*

Target: **Evaluation of a source for utility (AO6.2) in context (AO6.1)**

- Level 1** **EITHER**
Accepts the content of the source at face value.
e.g. It is useful for showing the German workers standing in the path of the French soldiers.
- OR**
Generalised or learned response which could apply to any source.
e.g. It is a poster, and posters are intended to influence people. **1-2**
- Level 2** **EITHER**
Simple comments on the usefulness OR the limitations of the source based on information in the source AND/OR own knowledge.
e.g. It is useful for showing what happened in 1923 when the French soldiers entered the Ruhr. The German workers did refuse to co-operate with them.
- OR**
Simple comments on the usefulness OR the limitations of the source in terms of provenance or reliability or bias.
e.g. It is of limited use because the poster is German; it is biased; it is encouraging the Germans not to co-operate. **3-4**
- Level 3** **Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge.**
e.g. It is useful for showing how the German government encouraged the German workers not to co-operate with the French troops. This is true, because I know that the German workers went on strike and followed a policy of passive resistance. **5-7**

Level 4 **Develops an argument about the usefulness AND/OR limitations of the source using the source AND own knowledge.**
 e.g. As Level 3 + argument about limitations, using source and own knowledge.
 e.g. As Level 3 + more emphasis on purpose/motive of the source. **8-9**

(d) How accurate an interpretation is **Source J** of the importance of the collapse of the economy in Germany in 1923? Use **Source J and your own knowledge** to explain your answer. *(10 marks)*

Target **Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)**

Level 1 **Comprehension of the source, accepting the interpretation at face value.**
 e.g. Source J tells you about the effects of the collapse of the economy on the German economy and in particular on the middle classes. **1-2**

Level 2 **Simple explanation and description of how the interpretation came about.**
 e.g. Source J is from a book intended to be used by students in schools. It would have no reason to lie or show bias.

OR simple explanation based on own knowledge. **3-5**

Level 3 **EITHER**
Developed explanation to evaluate the motive/purpose of the author.
 e.g. The British writer would be concerned to write as accurate an account as possible so that students could gain a clear account and explanation of what happened in Germany in 1923. Any bias will be unconscious.

OR
Analysis of the content of the source through use of own knowledge.
 e.g. Compares factual information in the source with own knowledge, and reaches a conclusion. **6-8**

Level 4 **Combines both of Level 3** **9-10**

(e) From late 1923 until 1929 Stresemann set the Weimar Republic on the road to economic recovery.
 Use **your own knowledge** to explain how Stresemann's policies brought about economic recovery to Weimar Germany. *(15 marks)*

Target **Causation (AO6.1)**

Level 1 **EITHER**
Simple, descriptive narrative of part of the topic
 e.g. Under Stresemann the German economy became stable again and there was low unemployment.

	OR Simple, generalised statements of causation e.g. Stresemann gained the confidence of German people and had help from the USA.	1-3
Level 2	EITHER Narrative implying analysis of causation e.g. Answer outlines what Stresemann did, with hints at analysis of causation.	
	OR Multicausal explanation which lacks development e.g. Creating a new German currency; getting loans from the USA; getting Germany into the League of Nations.	
	OR Developed monocausal answer.	4-8
Level 3	EITHER Developed multicausal answer e.g. Several of Stresemann’s reasons for success are explained. e.g. new currency, securing Dawes Plan, Locarno Pact, German admission into League of Nations.	
	OR A selective and structured account establishing some arguments. e.g. Answer is mostly narrative, but it uses the narrative to make an assessment of the reasons for success under Stresemann.	9-12
Level 4	A balanced, sustained, analytical, multicausal answer clearly linked to the demands of the question. e.g. In addition to Level 3, answer highlights the apparent huge successes in relation to the extent to which economic recovery was dependent on loans from the USA.	13-15

OPTION C : THE USA, 1919-1941**3. America and the New Deal**

- (a) Explain what you can learn from **Source L** about how President Roosevelt solved the banking crisis of 1933. *(5 marks)*

Target : **Comprehension and inference from a source (AO6.2)**

Level 1	Answer that takes information from source. e.g. He closed all the banks and then only allowed the good ones to re-open.	1-2
Level 2	Answer contains basic understanding, and draws a simple inference.	

e.g. Roosevelt closed all the banks, checked which ones were solvent, and only these were allowed to re-open, if necessary supported by government money. 3-4

Level 3 **Answer develops an understanding based on complex inference from the source.**
 e.g. Roosevelt was prepared to subsidise the more trustworthy banks in order to re-establish the creditworthiness of the banking system in the eyes of the American people. 5

(b) Do Sources M and N agree about the New Deal?
 Use **Sources M and N** to explain your answer. (6 marks)

Target : **Comparison of sources to detect similarities and differences. (AO6.2)**

Level 1 **Answer selects details from the sources to describe the content.**
 e.g. Source M tells about Roosevelt outlining his policies. Source N also tells us about the laws put into operation from 1933 onwards. 1-2

Level 2 **Answer provides details from sources to make simple comparisons.**
 e.g. Source M outlines the policies and the areas they would cover. Source N says that the New Deal was not an organised plan. 3-4

Level 3 **Answer provides comparison of the sources and reaches a conclusion.**
 e.g. Sources M and N look at the New Deal from different perspectives. Source M states what Roosevelt did during 1933. Source N argues that the policies evolved as the programme unfolded. Source M is saying that Roosevelt had a definite plan; Source N is saying that Roosevelt adapted to circumstances – he was an improviser. 5-6

(c) How useful is the cartoon (Source P) to an historian studying American attitudes towards the New Deal in 1933? Use Source P and your own knowledge to explain your answer. (9 marks)

Target: **Evaluation of a source for utility (AO6.2) in context (AO6.1)**

Level 1 **EITHER**
Accepts the content of the source at face value.
 e.g. The source is useful for showing the huge amount of money spent by President Roosevelt in getting the New Deal going.

OR
Generalised or learned response which could apply to any source.
 e.g. It is a cartoon, and cartoons always exaggerate, so it is of limited use. 1-2

Level 2	<p>EITHER Simple comments on the usefulness OR the limitations of the source based on information in the source AND/OR own knowledge. e.g. It is useful for showing how Roosevelt was not afraid to spend money in getting the economy going again (+own knowledge to support this).</p> <p>OR Simple comments on the usefulness OR the limitations of the source in terms of provenance or reliability or bias. e.g. It is of limited use because it is a cartoon meant to ridicule Roosevelt for wasting a lot of money.</p>	3-4
Level 3	<p>Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge. e.g. It is useful for showing how some American newspapers were prepared to ridicule the New Deal when it started, emphasising the huge waste of public money in expensive government schemes. (+ perhaps supported by own knowledge).</p>	5-7
Level 4	<p>Develops an argument about the usefulness AND/OR limitations of the source using the source AND own knowledge. e.g. As Level 3 + argument also includes limitations of source. e.g. It is only one cartoonist's view, and most Americans were initially only too pleased to be persuaded by the optimism of Roosevelt's radio broadcasts.</p>	8-9
<p>(d) How accurate an interpretation is Source O of the achievements of the New Deal? Use Source O and your own knowledge to explain your answer. (10 marks)</p>		
Target	Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)	
Level 1	<p>Comprehension of the source, accepting the interpretation at face value. e.g. Source O tells us about the many achievements of the New Deal.</p>	1-2
Level 2	<p>Simple explanation and description of how the interpretation came about. e.g. Source O is from a book by an American historian, and he would have no reason to lie or show bias, as he was writing a long time after the events of the 1920s and 1930s.</p> <p>OR simple explanation based on own knowledge.</p>	3-5

Level 3	<p>EITHER Developed explanation to evaluate the motive/purpose of the author e.g. The American historian would be aiming to write as accurately as possible. He would pride himself on this as a university professor. However, living in the USA, he might be subconsciously biased, for example, feeling pride in what Roosevelt achieved, and this might be reflected in the very positive language used.</p> <p>OR Analysis of the content of the source through use of own knowledge. e.g. Compares factual information (and tone) of the source with own knowledge of the period, and reaches a conclusion.</p>	6-8
Level 4	Combines both of Level 3	9-10
	<p>(e) Roosevelt was elected as President in November 1932. For the previous three years President Hoover had been trying to deal with the Great Depression. Using your own knowledge, explain why Roosevelt was successful in the election of 1932. <i>(15 marks)</i></p>	
Target	Causation (AO6.1)	
Level 1	<p>EITHER Simple, descriptive narrative of part of the topic. e.g. Basic description of the economic and social problems of the USA in the Great Depression.</p> <p>OR Simple, generalised statements of causation. e.g. Hoover had failed to solve the problems, and Roosevelt outlined in the New Deal how he was going to solve them, so people voted for him.</p>	1-3
Level 2	<p>EITHER Narrative implying analysis of causation e.g. Answer describes the economic and social problems suffered by Americans under the Great Depression, and implies that Hoover's failure lost him millions of votes.</p> <p>OR Multicausal explanation which lacks development e.g. Several reasons outlined concerning jobs, housing, banks, etc, with suggestion that Hoover's failure caused people to turn to Roosevelt.</p> <p>OR Developed monocausal answer.</p>	4-8
Level 3	<p>EITHER Developed multicausal answer e.g. Several reasons developed about Hoover's failures (as in Level 2) but also explaining Roosevelt's tactics in gaining popular support.</p>	

OR

A selective and structured account establishing some arguments.

e.g. Answer describes the relevant events and situations, 1929-1932, and includes some reasons within the narrative.

9-12

Level 4

A balanced, sustained, analytical, multicausal answer clearly linked to the demands of the question.

e.g. In addition to Level 3, the answer explicitly concentrates on how far Hoover's perceived failures allowed Roosevelt to succeed, or how much Roosevelt positively had to fight a campaign to win.

13-15

OPTION D : BRITAIN 1905-1951**4. Britain, 1905-1926**

(a) Explain what you can learn from **Source Q** about the National Insurance Act of 1911. (5 marks)

Target : Comprehension and inference from a source (AO6.2)

Level 1

Answer that takes information from source.

e.g. The Act was important because no country had insured large numbers of workers before.

1-2

Level 2

Answer contains basic understanding, and draws a simple inference.

e.g. The Act was important because it insured large numbers of people against sickness and unemployment. This was a big move from relying on voluntary organisations such as trade unions.

3-4

Level 3

Answer develops an understanding based on complex inference from the source.

e.g. The Act was very important as it marked a shift towards the government assuming responsibility for welfare rather than just leaving it to voluntary organisations. The State was working jointly with employers and employees.

5

(b) Do **Sources R and S** agree on the importance of Old Age Pensions when they were first introduced? Use **Sources R and S** to explain your answer. (6 marks)

Target : Comparison of sources to detect similarities and differences. AO6.2)

Level 1

Answer selects details from the sources to describe the content.

e.g. Yes – both sources tell us about the introduction of pensions to people over 70.

1-2

Level 2

Answer provides details from sources to make simple comparisons.

e.g. Basically Sources R and S agree, though Source R says 1908 and Source S says 1909. Also the income limit is different.

3-4

Level 3	<p>Answer provides comparison of the sources and reaches a conclusion. e.g. Sources R and S differ over details (the date and the income limit) and they differ on the extent of the changes (e.g. S says the reform was on a very small scale). They do, however, agree on the importance of the principle of State intervention.</p>	5-6
<p>(c) How useful is the cartoon (Source U) to an historian studying the introduction of Old Age Pensions? Use Source U and your own knowledge to explain your answer. <i>(9 marks)</i></p>		
Target:	Evaluation of a source for utility (AO6.2) in context (AO6.1)	
Level 1	<p>EITHER Accepts the content of the source at face value. e.g. It is useful for showing how rich people were forced to give money to the aged poor.</p> <p>OR Generalised or learned response which could apply to any source. e.g. It is a cartoon, and therefore of limited value, because cartoons exaggerate the situation.</p>	1-2
Level 2	<p>EITHER Simple comments on the usefulness OR the limitations of the source based on information in the source AND/OR own knowledge. e.g. The cartoon is useful for showing how some rich people thought they were being robbed of their money, just like a highwayman robbing the rich to pay the poor.</p> <p>OR Simple comments on the usefulness OR the limitations of the source in terms of provenance or reliability or bias. e.g. It is of limited use because it is biased against Lloyd George and his policy of introducing Old Age Pensions.</p>	3-4
Level 3	<p>Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge. e.g. The cartoon is useful for showing that not everyone was thrilled with the idea of Old Age Pensions, because of the cost in taxes to the rich. The cartoon is of limited use because the cartoon was part of a campaign of pressure against the Bill, by showing Lloyd George in a bad light as a criminal.</p>	5-7
Level 4	<p>Develops an argument about the usefulness AND/OR limitations of the source using the source AND own knowledge. e.g. As Level 3 + argument also on limitations of source.</p>	8-9

(d) How accurate an interpretation is **Source T** of the importance of women gaining the right to vote in 1918? Use **Source T and your own knowledge** to explain your answer. (10 marks)

Target	Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)	
Level 1	Comprehension of the source, accepting the interpretation at face value. e.g. Source T tells about women gaining the right to vote, and this was very important for women in Britain.	1-2
Level 2	Simple explanation and description of how the interpretation came about. e.g. Source T is from a book written to accompany a BBC TV series, which was about how women gained the vote. The book will therefore tend to show bias by exaggerating the achievement.	
	OR simple explanation based on own knowledge.	3-5
Level 3	EITHER Developed explanation to evaluate the motive/purpose of the author e.g. The book is intended to praise the role of the Suffragettes in helping to gain the right for women to vote. This is seen in the language and overall phraseology used, making the campaign sound like an heroic struggle.	
	OR Analysis of the content of the source through use of own knowledge. e.g. Compares factual information (and tone) in the source with own knowledge of the period, and reaches a conclusion.	6-8
Level 4	Combines both of Level 3	9-10

(e) After World War One there were many problems in British industries. In May 1926 there was a General Strike. Use **your own knowledge** to explain the causes of the General Strike of 1926. (15 marks)

Target	Causation (AO6.1)	
Level 1	EITHER Simple, descriptive narrative of part of the topic e.g. Description of immediate events leading up to May 1926.	
	OR Simple, generalised statements of causation e.g. The coal industry could not run at a profit without government subsidies.	1-3

Level 2	<p>EITHER Narrative implying analysis of causation e.g. A description of events after the First World War in the coal industry, with only hints of causation.</p> <p>OR Multicausal explanation which lacks development e.g. Several reasons outlined, but without detail – e.g. on post-war problems and events of early 1920s.</p> <p>OR Developed monocausal answer.</p>	4-8
Level 3	<p>EITHER Developed multicausal answer e.g. Several points are developed to explain why a General Strike broke out, in relation to the world economic situation, the attitude of the government and the hard line taken by the unions.</p> <p>OR A selective and structured account establishing some arguments. e.g. An account of events post-1918, which provides some reasons within the narrative framework.</p>	9-12
Level 4	<p>A balanced, sustained, analytical, multicausal answer clearly linked to the demands of the question. e.g. In addition to Level 3, answer stresses nervousness of the workers in organising a general strike and/or the total determination of Baldwin and his government.</p>	13-15

SECTION B**OPTION A : RUSSIA/USSR, 1914-1941****5. Stalin and the USSR**

- (a) What can you learn from **Source A** about industrial production in the USSR in the years 1928 to 1938? *(3 marks)*

Target : **Comprehension and inference from a source (AO 6.2)**
Mark on a penny-points system – up to a maximum of 3.
e.g. statements about individual industries.
Count any explanation or inference as an extra point.
e.g. Comment on how USSR becoming more industrialised. **1-3**

- (b) Using **Source B and your own knowledge**, explain why Stalin wanted to modernise the USSR rapidly from 1928 onwards. *(7 marks)*

Target **Use of source and knowledge to explain causation (AO6.1 and AO6.2)**

Level 1	Use of source OR own knowledge to provide basic reasons. e.g. USSR was behind the advanced countries in terms of industrial production.	1-2
Level 2	EITHER Developed monocausal answer, using source and/or own knowledge. e.g. Answer explains how backward USSR was compared with other industrialised countries. OR Multicausal answer that lacks development, using source and/or own knowledge. e.g. Answer uses ideas from Source B, and mentions Stalin’s need to build up the armed forces with the results of industrialisation.	3-5
Level 3	Developed multicausal answer, using source and own knowledge. e.g. Explains several reasons: need to build up USSR’s industrial might for building up armed forces; fear of attack from non-Communist world, etc.	6-7

(c) By the end of the 1920s Stalin had already removed all his leadership rivals.
Describe what happened in the Purges of the 1930s. (5 marks)

Target	Description of key features and characteristics. (AO6.1)	
Level 1	Basic description. e.g. Stalin got rid of potential opponents.	1
Level 2	EITHER Detailed description of limited aspects e.g. Detailed description of the Purges starting with the murder of Kirov, the leader of the Leningrad Soviet and the most popular member of the Party. OR Limited description of wider range of aspects. e.g. Mention of Kirov, show trials, confessions, etc.	2-3
Level 3	Detailed description of several aspects e.g. Detailed description of items mentioned in Level 2.	4-5

EITHER

(d) Explain why Stalin, rather than Trotsky, became leader of the USSR by 1928. (15 marks)

Target :	Causation	(AO6.1)
Level 1	EITHER Simple, descriptive narrative with general coverage of the topic. e.g. Some outline on how Trotsky was outwitted.	

	OR Simple, generalised statements of causation. e.g. Stalin was very cunning.	1-3
Level 2	EITHER Narrative implying analysis of causation e.g. The story of how Stalin outmanoeuvred Trotsky.	
	OR Multicausal answer which lacks development. e.g. Stalin's use of his position as Secretary; Trotsky's perceived weaknesses; Stalin outmanoeuvring other leadership contenders.	
	OR Developed monocausal Answer e.g. Develops one item on the above list.	4-8
Level 3	EITHER Developed multicausal answer e.g. Details on items listed in Level 2.	
	OR A selective and structured account establishing some arguments. e.g. Narrative of events 1924-1929 in terms of the leadership struggle, with some reasons being established within the narrative framework.	9-12
Level 4	A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question. e.g. In addition to Level 3, answer links reasons together; or argues that Stalin's success was not inevitable.	13-15
	OR	
	(e) Was collectivisation a success for Soviet agriculture in the 1930s? Explain your answer.	(15 marks)

Target : Consequences (AO6.1)

Level 1	EITHER Simple, descriptive narrative with general coverage of the topic. e.g. Stalin ordered that agriculture should be collectivised, and the peasants and kulaks had to give up their land and animals.	
	OR Simple, generalised statements of consequence. e.g. Stalin's policy was successfully carried out.	1-3

Level 2	<p>EITHER Narrative implying analysis of consequence. e.g. Description of how collectivisation was carried out.</p> <p>OR Multi-consequential answer which lacks development. e.g. Answer mentions fate of kulaks, many animals being slaughtered, the famine of 1932-33; no great increases in food production achieved.</p> <p>OR Developed monoconsequential answer. e.g. One of the above items developed in detail.</p>	4-8
Level 3	<p>EITHER Developed multiconsequential answer. e.g. Items listed in Level 2 discussed in detail.</p> <p>OR A selective and structured account establishing some arguments. e.g. Detailed narrative and description of events, leading to some conclusions relating to success.</p>	9-12
Level 4	<p>A balanced, sustained, analytical multiconsequential answer clearly linked to the demands of the question. e.g. In addition to Level 3, answer analyses “success” in various categories – e.g. successfully carried out, but not a success for peasants or kulaks. Did offer potential for greater production increases in the future.</p>	13-15

OPTION B : GERMANY, 1918-1939

6. Hitler’s Germany in the 1930s

- (a)** What can you learn from **Source C** about Nazi success in the elections of November 1932 and March 1933? *(3 marks)*

Target :	<p>Comprehension and inference from a source (AO 6.2) Mark on a penny-points system – up to a maximum of 3. e.g. Nazis gained 196 seats in November 1932 and 288 seats in March 1933.</p> <p>Count any explanation or inference as an extra point. e.g. Nazi successes in March 1933 had increased mostly because there were more seats, compared with November 1932.</p>	1-3
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(b) Using **Source D and your own knowledge**, explain how Hitler was able to make use of the Reichstag Fire. (7 marks)

Target Use of source and knowledge to explain consequence (AO6.1 and AO6.2)

Level 1 Use of source OR own knowledge to provide basic reasons
e.g. Hitler was able to blame the Communists because a Communist was found at the scene of the fire. **1-2**

Level 2 EITHER
Developed monoconsequential answer, using source and/or own knowledge.
e.g. Answers explain in detail how Hitler blamed the Communists and how this affected the March election. **3-5**

OR
Multiconsequential answer that lacks development, using source and/or own knowledge.
e.g. Answer uses information in source and mentions Enabling Act. **3-5**

Level 3 Developed multiconsequential answer, using source and own knowledge.
e.g. Answer explains several consequences – blackening the reputation of the Communists, persuading Hindenburg to agree to the Enabling Act, etc. **6-7**

(c) Describe the consequences of the Night of the Long Knives, June 1934. (5 marks)

Target Description of key features and characteristics. (AO6.1)

Level 1 Basic description
e.g. Hitler's power increased. **1**

Level 2 EITHER
Detailed description of limited aspects
e.g. Detailed answer on the fate of the SA. **2-3**

OR
Limited description of wider range of aspects.
e.g. Answer mentions killings of SA, increased importance of SS, reactions from abroad, increased power of Hitler. **2-3**

Level 3 Detailed description of several aspects.
e.g. Detailed answer on items mentioned in Level 2. **4-5**

EITHER

- (d) Hitler established a system of censorship and propaganda in Nazi Germany.
Was the use of censorship and propaganda the most important reason why Hitler was able to create a Nazi dictatorship in Germany? Explain your answer. (15 marks)

Target : Causation (AO6.1)

Level 1**EITHER**

Simple, descriptive narrative with general coverage of the topic.

e.g. Description of Hitler's censorship methods in general terms.

OR

Simple, generalised statements of causation.

e.g. Hitler had the SS, the SA and Gestapo which he used to rule the German people through fear.

1-3

Level 2**EITHER**

Narrative implying analysis of causation

e.g. Description of what Hitler did in his first years in office – banning other parties, killing opposition, building up the armed forces.

OR

Multicausal answer which lacks development.

e.g. Mentions getting rid of other political parties, building up SS and Gestapo, methods of censorship and propaganda, using radio, marches, parades, cinema, etc.

OR

Developed monocausal answer.

e.g. Develops one item on the above list.

4-8

Level 3**EITHER**

Developed multicausal answer

e.g. Items listed above discussed in detail.

OR

A selective and structured account establishing some arguments.

e.g. Answer is basically descriptive in structure, but with added analysis.

9-12

Level 4

A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question.

e.g. In addition to Level 3, answer argues which was the most important factor.

13-15

OR

(e) Did the German people benefit from Nazi rule in the 1930s? Explain your answer. (15 marks)

Target : Consequences (AO6.1)

Level 1 EITHER

Simple, descriptive narrative with general coverage of the topic.

e.g. Some narrative on how German people lost freedoms.

OR

Simple, generalised statements of consequence.

e.g. People did not benefit because they had to do as the Nazis said.

1-3

Level 2 EITHER

Narrative implying analysis of consequence

e.g. Answer describes some changes in everyday life.

OR

Multi-consequential answer which lacks development.

e.g. Answer mentions various aspects – living standards, personal freedoms, job opportunities, not all being affected equally, etc.

OR

Developed monoconsequential answer

e.g. Answer develops one aspect such as explaining how the Jewish Germans suffered.

4-8

Level 3 EITHER

Developed multiconsequential answer

e.g. Items in list above developed.

OR

A selective and structured account establishing some arguments.

e.g. Fairly detailed description of life in Hitler's Germany, with some arguments being established within the description/narrative.

9-12

Level 4 **A balanced, sustained, analytical multiconsequential answer clearly linked to the demands of the question.**

e.g. In addition to Level 3, answer clearly differentiates between different sections within German society.

13-15

OPTION C : THE USA, 1918-1941**7. America in the 1920s**

(a) What can you learn from **Source E** about living standards in the USA in the 1920s? (3 marks)

Target : Comprehension and inference from a source (AO 6.2)

Mark on a penny-points system – up to a maximum of 3.

e.g. Motor cars increased from 9 to 26 million.

Count any explanation or inference as an extra point.

e.g. More consumer goods suggests higher living standards. **1-3**

(b) Using **Source F** and **your own knowledge**, explain why the Ku Klux Klan gained support in America in the 1920s. (7 marks)

Target Use of source and knowledge to explain causation (AO6.1 and AO6.2)

Level 1 Use of source OR own knowledge to provide basic reasons.

e.g. Many white Americans joined the KKK because they hated black Americans. **1-2**

Level 2 EITHER

Developed monocausal answer, using source and/or own knowledge.

e.g. Answer provides detail on history of black-white hatred.

OR

Multicausal answer that lacks development, using source and/or own knowledge.

e.g. Several reasons in outline – hatred of black Americans; fears of wave of immigrants from S.E. Europe “diluting” white America; intolerance of Catholics and Jews. **3-5**

Level 3 **Developed multicausal answer, using source and own knowledge.**

e.g. More detail on Level 2 answer. **6-7**

(c) Describe the consequences of introducing Prohibition in the USA during the 1920s. (5 marks)

Target Description of key features and characteristics. (AO6.1)

Level 1 **Basic description.**

e.g. A lot of people broke the law by smuggling in alcohol from abroad or making it themselves. **1**

Level 2 EITHER

Detailed description of limited aspects

e.g. Details on bootleggers and gangsters.

OR

Limited description of wider range of aspects.

e.g. Outline on bootleggers, gangsters, prohibition agents, raids. **2-3**

Level 3	Detailed description of several aspects. e.g. Details on items listed above.	4-5
EITHER		
	(d) Did all Americans benefit from the prosperity of the 1920s in the USA? Explain your answer.	(15 marks)
Target :	Evaluation of extent of change (AO6.1)	
Level 1	EITHER Simple, descriptive narrative with general coverage of the topic. e.g. Some description of the boom of some industries such as car production.	
	OR Simple, generalised statements of extent of change. e.g. The USA was hugely prosperous by the end of the 1920s.	1-3
Level 2	EITHER Narrative implying analysis of change e.g. Some description of developments within car industry, consumer society, investments, etc.	
	OR Multi-factorial answer which lacks development. e.g. Several items mentioned – boom in car industry, mass production, advertising, luxury commodities in the home, stock market boom, etc.	
	OR Developed monofactorial answer. e.g. Answer examines the stock market boom and how this made many Americans temporarily prosperous.	4-8
Level 3	EITHER Developed multifactorial answer e.g. Developed answers relating to boom in car industry, mass production, advertising, luxury goods, stock market boom; but some groups not sharing the prosperity – e.g. Farmers and Blacks.	
	OR A selective and structured account establishing some arguments. e.g. Answer which describes economic and social aspects of the USA in the 1920s and reaches some conclusions within the narrative/description.	9-12
Level 4	A balanced, sustained, analytical multifactorial answer clearly linked to the demands of the question. e.g. In addition to Level 3, answer clearly differentiates between different groups of Americans.	13-15

OR

(e) Did the USA fall into depression in 1929 because of over-production?

Explain your answer.

(15 marks)

Target : Causation (AO6.1)

Level 1

EITHER

Simple, descriptive narrative with general coverage of the topic.

e.g. Some description of Wall Street Crash.

OR

Simple, generalised statements of causation

e.g. Over-production meant that so many goods were being produced that no-one needed to buy them.

1-3

Level 2

EITHER

Narrative implying analysis of causation

e.g. Some description/narrative of events in late-1920s leading to the onset of economic depression.

OR

Multicausal answer which lacks development.

e.g. Overproduction – but also pyramid buying of shares, foreign trade in decline, unequal distribution of wealth with impoverished farmers, etc.

OR

Developed monocausal answer.

e.g. Detailed argument based on over-selling of stocks and shares.

4-8

Level 3

EITHER

Developed multicausal answer

e.g. Developed answer on several items in list above.

OR

A selective and structured account establishing some arguments.

e.g. More descriptive/narrative approach but with some arguments established.

9-12

Level 4

A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question.

e.g. In addition to Level 3, clear analysis of relative factors in relation to the focus of the question on over-production.

13-15

OPTION D : BRITAIN, 1905-1951**8. Britain, 1929-1951**

(a) What can you learn from **Source G** about unemployment in Britain in 1937? (3 marks)

Target : Comprehension and inference from a source(AO 6.2)

Mark on a penny-points system – up to a maximum of 3.

e.g. Examples from different regions.

Count any explanation or inference as an extra point.

e.g. Unemployment varied – with details. **1-3**

(b) Using **Source H and your own knowledge**, explain why Britain had problems of declining industries in the 1930s. (7 marks)

Target Use of source and knowledge to explain causation (AO6.1 and AO6.2)

Level 1 Use of source OR own knowledge to provide basic reasons.
e.g. Britain was badly affected by the consequences of the Wall Street Crash. **1-2**

Level 2 **EITHER**
Developed monocausal answer, using source and/or own knowledge.
e.g. Detailed explanation of how and why the Wall Street Crash affected Britain so badly, especially its old industries, with examples.
OR
Multicausal answer that lacks development, using source and/or own knowledge.
e.g. Answer mentions competition from Asian countries; problems of labour relations; world trade recession. **3-5**

Level 3 **Developed multicausal answer, using source and own knowledge.**
e.g. Answer develops reasons mentioned in Level 2. **6-7**

(c) Describe the aims of the Jarrow March of 1936. (5 marks)

Target Description of key features and characteristics. (AO6.1)

Level 1 **Basic description**
e.g. March to London to protest about unemployment in the north. **1**

Level 2 **EITHER**
Detailed description of limited aspects
e.g. Details on ideas of march being a crusade – what this meant.
OR
Limited description of wider range of aspects.
e.g. Outline of several aims, such as gaining public sympathy, psychological advantage to unemployed to make them feel they were doing something for themselves and their families. **2-3**

Level 3	Detailed description of several aspects e.g. Details on several aims.	4-5
EITHER		
	(d) How effective were the British governments of the 1930s in taking action against the effects of the Depression? Explain your answer.	(15 marks)
Target :	Analysis of extent of change (AO6.1)	
Level 1	EITHER Simple, descriptive narrative with general coverage of the topic. e.g. Description of Means Test.	
	OR Simple, generalised statements of extent of change e.g. Unemployment remained high throughout the 1930s, suggesting governments were not successful.	1-3
Level 2	EITHER Narrative implying analysis of change. e.g. Description of poverty in 1930s in many areas of Britain, with little change suggested.	
	OR Multifactorial answer which lacks development. e.g. Answer mentions various points, such as unemployment continuing, but government trying to alleviate situation – Means Test, Special Areas Act, etc.	
	OR Developed monofactorial answer. e.g. Detailed answer on dole money and Means Test, with effects on families, including elderly relatives living in the same house.	4-8
Level 3	EITHER Developed multifactorial answer. e.g. Developed answer on several items from list above.	
	OR A selective and structured account establishing some arguments. e.g. More descriptive/narrative approach about what governments tried to do, with some analysis of degree of success.	9-12
Level 4	A balanced, sustained, analytical multifactorial answer clearly linked to the demands of the question. e.g. In addition to Level 3, answer is clearly organised into “successes” and “failures”.	13-15

OR

- (e) In the years 1945 to 1951 the Labour governments passed acts to improve people's lives. Had the Welfare State been fully established by 1951? (15 marks)

Target : **Analysis of extent of change (AO6.1)**

Level 1 **EITHER**

Simple, descriptive narrative with general coverage of the topic.

e.g. Labour governments introduced National Health Service.

OR

Simple, generalised statements of extent of change

e.g. Labour governments transformed Britain from the depression of the 1930s into a modern Welfare State.

1-3

Level 2

EITHER

Narrative implying analysis of change

e.g. Some description of some government legislation such as National Health Service, National Insurance Act, etc.

OR

Multifactorial answer which lacks development.

e.g. Answer mentions some aspects as Health and Insurance, but lacks detailed development.

OR

Developed monofactorial answer.

e.g. Answer discusses significance of National Health Service and extent of change that it represented.

4-8

Level 3

EITHER

Developed multifactorial answer.

e.g. Answer develops several items from the list above.

OR

A selective and structured account establishing some arguments.

e.g. More descriptive approach of what the Labour governments did, with some analysis of extent of change included.

9-12

Level 4

A balanced, sustained, analytical multifactorial answer clearly linked to the demands of the question.

e.g. In addition to Level 3, answer explicitly analyses extent of change.

13-15