

# GCSE 2004

## *June Series*



# Mark Scheme

## History Specification B Paper Two (3042/3047)

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

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

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**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
**HISTORY SPECIFICATION B**

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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 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. Stalin and the USSR**

- (a) Explain what you can learn from **Source A** about the reasons for the purges starting in the USSR in the 1930s. (5 marks)

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

**Level 1** Answer that takes information from source. 1-2  
e.g. Stalin never felt secure.

**Level 2** Answer contains basic understanding, and draws a simple inference. 3-4  
e.g. Stalin never felt secure because of the way he himself had come to power by outwitting his rivals. He wanted therefore to remove all possible rivals.

**Level 3** Answer develops an understanding based on complex inference from the source. 5  
e.g. Stalin was afraid because of the superior intellectual abilities of his potential rivals. He was paranoid. Because of the way that he had come to power, he fully appreciated how others could use similar tactics, including deception, dirty tricks etc to get rid of him.

- (b) How useful is **Source B** to an historian studying the purges of the 1930s?  
Use **Source B 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 Stalin looking at the mound of skulls, 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 highlights the huge number of deaths in the purges in the USSR, etc. (Argument based solely on content).
- 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 Stalin was. (undeveloped purpose).  
e.g. The source is useful because it shows that people in France knew of the purges going on in the USSR. (undeveloped argument on situation).  
e.g. The source is useful because it is reliable because (+own knowledge to substantiate this) (Argument based on reliability). 3-5
- (NB Use 5<sup>th</sup> mark for answers which include several undeveloped aspects – e.g. usefulness, limitations, knowledge).**
- 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 that enemies of Stalin were living in Paris and openly trying to blacken the reputation of Stalin. This shows that people in the west were able to learn about the purges. 6-7
- 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

(c)(i) In what ways is the content of Sources C and D different?

(6 marks)

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

**Level 1** Answer selects details from the sources to describe the content.

e.g. Source C says that the new Constitution brought the USSR up-to-date. Source D says the new constitution appeared to give greater freedom to the Soviet people.

1-2

**Level 2** Answer provides details from sources to list basic differences.

e.g. Source C states that all Soviet citizens were guaranteed the right to vote, whereas Source D says that the new constitution allowed rights only in theory.

3-4

**Level 3** Answer provides comparison of the sources and explains the differences.

e.g. Source C suggests that the new constitution was adopted with pride and was geared to the new industrial Soviet State; Source D says that the Communist Party continued to dominate affairs and that individual citizens had few rights. Source C suggests that the new constitution was for the benefit of the Soviet people. Source D implies it was for the benefit of Stalin and his followers.

5-6

- (c) (ii) Explain possible reasons why these two interpretations are different.  
Use **Sources C and D and your own knowledge** to explain your answer. (10 marks)

<b>Target</b>	<b>Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)</b>	
<b>Level 1</b>	<p><b>Comprehension of the sources, accepting the interpretations at face value</b> e.g. Source C says the new constitution was for the new conditions of the country. Source D says rights did not exist.</p>	<b>1-2</b>
<b>Level 2</b>	<p><b>Simple explanation and description of how the interpretations came about based on the attribution or content.</b> e.g. Source D is from a textbook used in British schools. Source C is from a Soviet source. Therefore, they disagree.</p> <p><b>OR</b> <b>Simple explanation based on own knowledge.</b> e.g. Source C is biased, whereas Source D agrees with what I know about life in Stalin's USSR, etc.</p>	<b>3-5</b>
<b>Level 3</b>	<p><b>EITHER</b> <b>Developed explanations to evaluate the motive/purpose of the authors</b> e.g. Source C is from a publication by the Soviet-controlled press, and therefore will be extremely biased and selective in what it says about Communist Russia when the Cold War was still in progress. Source D is from a textbook written (after the end of the Cold War) for use in British schools, and will intend to be as neutral in tone as possible on the emotive subject of Stalin.</p> <p><b>OR</b> <b>Analysis of the content of the sources and using own knowledge to identify bias and to evaluate the interpretations.</b> e.g. Compares factual information in the source with own knowledge to produce an argument that Source C is extremely biased whereas Source D tries to be even-handed in its evaluation.</p>	<b>6-8</b>
<b>Level 4</b>	<p><b>Combines both of Level 3 (If both strands are attempted, but only one is at Level 3 standard, give a Level 3 mark).</b></p>	<b>9-10</b>

- (d) In 1928 Stalin had started a series of Five Year Plans to modernise the USSR.  
Use your own knowledge to explain how successful these Five Year Plans had been by 1941.  
(15 marks)

<b>Target</b>	<b>Consequences (AO6.1)</b>	
<b>Level 1</b>	<b>EITHER</b> <b>Simple, descriptive narrative of part of the topic</b> e.g. The USSR was very backward before Stalin, and Stalin’s policy increased the amount of industry.  <b>OR</b> <b>Simple, generalised statements of consequence</b> e.g. Stalin’s policy made the USSR a lot stronger industrially.	<b>1-3</b>
<b>Level 2</b>	<b>EITHER</b> <b>Narrative implying analysis of consequence</b> e.g. Answer tells the story of what happened, with no emphasis on consequences or evaluation of success.  <b>OR</b> <b>Multiconsequential explanation which lacks development</b> e.g. Answer mentions effects on industrial production, effects on people, effects on USSR’s strength, effects on Stalin’s reputation – but lacks details.  <b>OR</b> <b>Developed monoconsequential answer.</b> e.g. Developed answer with conclusion on one aspect, such as effects on the people of the USSR.	<b>4-8</b>
<b>Level 3</b>	<b>EITHER</b> <b>Developed multiconsequential answer</b> e.g. Several points are developed from the list in Level 2.  <b>OR</b> <b>A selective and structured account establishing some arguments.</b>  e.g. Answer is mostly narrative, but it does use the narrative to make points about the effects of Stalin’s industrial policies and reaches a conclusion.	<b>9-12</b>
<b>Level 4</b>	<b>A balanced, sustained, analytical, multiconsequential answer clearly linked to the demands of the question.</b> e.g. In addition to Level 3, the answer may contrast the apparent successes of industrialisation with the inherent weaknesses that remained.	<b>13-15</b>

**OPTION B : GERMANY 1918-1939****2. Hitler's Germany, 1933-1939**

(a) Explain what you can learn from **Source E** about how the Nazis controlled education. (5 marks)

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

**Level 1**            **Answer that takes information from source.**

e.g. The Nazis controlled teachers to influence what children learned at school.

**1-2**

**Level 2**            **Answer contains basic understanding, and draws a simple inference.**

e.g. The Nazis took steps to control teachers. 97% of them joined the Nazi Teachers' Association. Teachers were also influenced (indoctrinated) through attending teachers' camps

**3-4**

**Level 3**            **Answer develops an understanding based on complex inference from the source.**

e.g. The Nazis took steps to control teachers, though in fact many of the teachers started off in sympathy with the Nazi Party because of the party's aim to restore Germany's pride.

**5**

(b) How useful is **Source F** to an historian studying Nazi attitudes to the Jews?  
Use **Source F 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 how Jewish children were taken out of German schools.

**OR**

**Generalised or learned response which could apply to any source.**

e.g. It is a cartoon, and cartoons are exaggerated and 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 how German children reacted to the way Jewish children were treated. Etc. (Argument based on content).

**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 cartoon is biased; it is intended to influence children and to ridicule the Jews. (Undeveloped argument based on purpose).

e.g. It is useful because it is reliable. I know that this sort of thing happened, etc. (Argument based on reliability).

**(NB – Use 5<sup>th</sup> mark for answers which include several undeveloped aspects –e.g. usefulness, limitations, knowledge)**

3-5

**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 Nazis used propaganda to influence children at school. Jews were shown as caricatures and not like “normal” Germans. (Developed argument based on purpose).

6-7

**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 own knowledge to substantiate the arguments being made.

8-9

(c) (i) In what ways is the content of **Sources G and H** different? (6 marks)

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

<b>Level 1</b>	<b>Answer selects details from the sources to describe the content.</b> e.g. Source G says the life in the Hitler Youth camps was healthy with a lot of games. Source H says that the activities there were a good training for the army.	<b>1-2</b>
<b>Level 2</b>	<b>Answer provides details from sources to list basic differences.</b> e.g. Whereas Source G says that there is little drill, Source H emphasizes the role of marching and practising drill as essential parts of military training.	<b>3-4</b>
<b>Level 3</b>	<b>Answer provides comparison of the sources and explains the differences.</b> e.g. Both Sources G and H suggest the important role of discipline, but Source G emphasizes the role of sports and enjoyment, with a little drill, whereas Source H emphasizes the central role of military training in spite of official claims to the contrary. Source G is more sympathetic towards the activities of the Hitler Youth camps than Source H.	<b>5-6</b>



- (c) (ii) Explain possible reasons why these two interpretations are different.  
Use **Sources G and H and your own knowledge** to explain your answer. (10 marks)

<b>Target</b>	<b>Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)</b>	
<b>Level 1</b>	<b>Comprehension of the sources accepting the interpretations at face value</b> e.g. Source G suggests that the youth camps were really holiday camps with a little military training; Source H suggests that military training was the main purpose.	<b>1-2</b>
<b>Level 2</b>	<b>Simple explanation and description of how the interpretations came about based on the attribution or content.</b> e.g. The writer of Source G is more sympathetic than the author of Source H – with reference to the content of the sources.  <b>OR</b> <b>Simple explanation based on own knowledge.</b> e.g. The two writers may have seen different camps or visited different parts of Germany, as there were many such camps, not all identical.	<b>3-5</b>
<b>Level 3</b>	<b>EITHER</b> <b>Developed explanation to evaluate the motive/purpose of the author.</b> e.g. The two British writers reach very different conclusions, and it is possible that this reflects their political sympathies – the author of Source G (instinctively) approving of what Hitler is doing for Germany; the author of Source H fearing the consequences of German military expansion. They are both writing to publicise their views.  <b>OR</b> <b>Analysis of the content of the sources and using own knowledge to identify bias and evaluate the interpretations.</b> e.g. Compares factual information in the sources with own knowledge. This shows that the author of Source G is sympathetic in his choice of words and description, whereas the author of Source H is sceptical (“it is claimed that...”). Source G describes the situation in a way that does not show concern; Source H analyses the situation and reaches a worrying conclusion.	<b>6-8</b>
<b>Level 4</b>	<b>Combines both of Level 3 (If both strands are attempted, one at Level 3 and the other at Level 2, give a Level 3 mark).</b>	<b>9-10</b>

(d) In January 1933 Hitler became Chancellor of Germany. By August 1934 he had become a dictator. Use your own knowledge to explain how Hitler became a dictator in less than two years.

(15 marks)

<b>Target</b>	<b>Causation (AO6.1)</b>	
<b>Level 1</b>	<p><b>EITHER</b>  <b>Simple, descriptive narrative of part of the topic</b>  e.g. Hitler got rid of other political parties, and only allowed the Nazi Party.</p> <p><b>OR</b>  <b>Simple, generalised statements of causation</b>  e.g. Hitler used a lot of propaganda to persuade German people to let him do as he wanted.</p>	<b>1-3</b>
<b>Level 2</b>	<p><b>EITHER</b>  <b>Narrative implying analysis of causation</b>  e.g. Catalogue of what Hitler did – getting rid of other political parties, giving himself more powers, censorship, the Night of the Long Knives – with little or no reference to how these things helped Hitler to become a dictator.</p> <p><b>OR</b>  <b>Multicausal explanation which lacks development</b>  e.g. Several reasons mentioned but not developed, such as the use of propaganda, the media, the use of the army, getting rid of opposition.</p> <p><b>OR</b>  <b>Developed monocausal answer.</b>  e.g. Detailed explanation of significance of Reichstag Fire and how Hitler used this to gain more support in the March 1933 election.</p>	<b>4-8</b>
<b>Level 3</b>	<p><b>EITHER</b>  <b>Developed multicausal answer</b>  e.g. Several points are developed from the list above.</p> <p><b>OR</b>  <b>A selective &amp; structured account establishing some arguments</b>  e.g. Answer is mostly narrative, but it uses the narrative to make points about how Hitler was able to make himself into a dictator</p>	<b>9-12</b>
<b>Level 4</b>	<p><b>A balanced, sustained, analytical, multicausal answer clearly linked to the demands of the question.</b>  e.g. In addition to Level 3, answer highlights inter-connections between the reasons explained, or tries to establish a hierarchy of reasons, or emphasizes the importance of the pre-conditions existing in January 1933</p>	<b>13-15</b>

**OPTION C : THE USA, 1919-1941****3. America, 1919-1929**

(a) Explain what you can learn from **Source J** about attitudes to immigrants in the USA in the 1920s.  
(5 marks)

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

<b>Level 1</b>	<b>Answer that takes information from source.</b> e.g. White Anglo-Saxon Protestant Americans felt swamped by non-Protestant immigrants.	<b>1-2</b>
<b>Level 2</b>	<b>Answer contains basic understanding, and draws a simple inference.</b> e.g. Some Americans wanted to restrict immigrants, especially Jews and those from Catholic countries. This was done by establishing a national quota system which favoured immigrants from N and W Europe.	<b>3-4</b>
<b>Level 3</b>	<b>Answer develops an understanding based on complex inference from the source.</b> e.g. Many Americans showed prejudice against non-Protestant immigrants from poorer parts of Europe. The fact that a law was passed suggests that many supposedly educated people in Congress sympathised with the prejudice sufficiently to be prepared to act by passing an immigration law.	<b>5</b>

**(b)** How useful is **Source K** to an historian studying attitudes towards the stock market in the USA in the 1920s?

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. The source is useful for showing that even ill men were interested in the stock market.

**OR**

**Generalised or learned response which could apply to any source.**

e.g. It is a cartoon; cartoons always exaggerate, so it is of limited use.

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 how the stock market was important to many Americans, even when they were ill and about to have an operation. (Argument based on content).

**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 biased cartoon which ridicules the excessive interest in the stock market in the USA.. (Undeveloped argument based on purpose). e.g. It is useful because it is reliable (and outlines argument using own knowledge). (Argument based on reliability).

**(NB – Use 5<sup>th</sup> mark for answers which include several undeveloped aspects e.g. usefulness, limitations, knowledge).**

3-5

**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 some American newspapers were prepared to ridicule the preoccupation with the stock market. It also shows that the readers were expected to be familiar with stock market activities as indeed they were in many sections of society, (using own knowledge).

6-7

**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 also includes limitations of source – e.g. It is only one cartoonist's view. However, it may be significant that the cartoon is dated 1927 as by the later-1920s criticisms of the stock market activities were building up, though few had any fears about its possible collapse

8-9

(c) (i) In what ways is the content of **Sources L and M** different? (6 marks)

<b>Target</b>	<b>Comparison of sources to detect differences (AO6.2).</b>	
<b>Level 1</b>	<b>Answer selects details from the sources to describe the content.</b> e.g. Source L says that there was a gulf between the generations. Source M says that most women stuck to more traditional attitudes.	<b>1-2</b>
<b>Level 2</b>	<b>Answer provides details from sources to list basic differences.</b> e.g. Source L says that young adults had a desire for change after the First World War, whereas Source M suggests that most women were happy to cling to old traditions.	<b>3-4</b>
<b>Level 3</b>	<b>Answer provides comparison of the sources and explains the differences.</b> e.g. Source L argues that the First World War led to huge social change, with men returning from the trenches with new attitudes to society, and young women keen to escape from the traditions of their mothers; whereas Source M suggests that the extent of the social revolution has been over-emphasized by too much concentration on the flappers when most women stuck to traditional attitudes.	<b>5-6</b>

**(c) (ii)** Explain possible reasons why these two interpretations are different.  
Use **Sources L and M and your own knowledge** to explain your answer. (10 marks)

<b>Target</b>	<b>Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)</b>	
<b>Level 1</b>	<b>Comprehension of the sources, accepting the interpretations at face value</b> e.g. Source L argues that the years after the First World War were a time of great social change. Source M argues that in reality the extent of change was much less.	<b>1-2</b>
<b>Level 2</b>	<b>Simple explanation and description of how the interpretations came about based on the attribution or the content.</b> e.g. The authors wrote their books at different periods in 20 <sup>th</sup> C history.  <b>OR</b> <b>Simple explanation based on own knowledge.</b> e.g. Source M agrees with what I know about the flappers being very important (with some supporting detail).	<b>3-5</b>
<b>Level 3</b>	<b>EITHER</b> <b>Developed explanation to evaluate the motive/purpose of the authors</b> e.g. The author of Source L was writing in the 1950s – soon after the 2 <sup>nd</sup> World War. He is emphasizing the extent of change between the two wars, and this is possibly hinted at in his title “The Perils of Prosperity”. The author of Source M is writing much later in the century, and he can put the social changes of the 1920s into a much wider context.  <b>OR</b> <b>Analysis of the content of the sources and using own knowledge to identify bias and evaluate the interpretation.</b> e.g. Compares factual information of the sources with own knowledge of the period, and reaches a conclusion.	<b>6-8</b>
<b>Level 4</b>	<b>Combines both of Level 3</b> <b>(If both strands are attempted, one at Level 3 and the other at Level 2, give a Level 3 mark).</b>	<b>9-10</b>

(d) The 1920s are often described as a period of prosperity in the USA.

Use your own knowledge to explain how far the USA had achieved prosperity in the 1920s

(15 marks)

<b>Target</b>	<b>Analysis of key features and characteristics (AO6.1)</b>	
<b>Level 1</b>	<b>EITHER</b> <b>Simple, descriptive narrative of part of the topic</b> e.g. Some description of the boom of some industries such as car production  <b>OR</b> <b>Simple, generalised statements</b> e.g. Many Americans became very rich in the 1920s, but some were still very poor. e.g. Blacks.	<b>1-3</b>
<b>Level 2</b>	<b>EITHER</b> <b>Narrative implying analysis</b> e.g. Answer describes developments which helped America to become prosperous e.g. production line, cars, Hollywood. – with emphasis on description.  <b>OR</b> <b>Multifactorial explanation which lacks development</b> e.g. Several reasons outlined such as boom in car industry, mass production, advertising, luxuries, stock market boom etc.  <b>OR</b> <b>Developed monofactorial answer.</b> e.g. Detailed analysis of stock market boom and how this made many Americans temporarily prosperous.	<b>4-8</b>
<b>Level 3</b>	<b>EITHER</b> <b>Developed multifactorial answer</b> e.g. Several areas developed such as boom in car industry, mass production, advertising, luxuries, stock market boom. Some groups did not share the prosperity e.g. Farmers and Blacks.  <b>OR</b> <b>A selective and structured account establishing some arguments.</b> e.g. Answer describes in some detail the economic and social aspects of the USA and reaches some conclusions within the narrative/description.	<b>9-12</b>
<b>Level 4</b>	<b>A balanced, sustained, analytical, multifactorial answer clearly linked to the demands of the question.</b> e.g. in addition to Level 3, answer explicitly addresses the “how far” in the question, and makes it the central argument of the answer.	<b>13-15</b>

**OPTION D : BRITAIN 1905-1951****4. Britain, 1929-1951.**

**(a)** Explain what you can learn from **Source N** about the importance of Family Allowances when they were introduced in 1946. (5 marks)

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

<b>Level 1</b>	<b>Answer that takes information from source.</b> e.g. A family received 25p a week for each child after the first until each child reached 16 years or full-time employment.	<b>1-2</b>
<b>Level 2</b>	<b>Answer contains basic understanding, and draws a simple inference.</b> e.g. Family Allowances were important because the money provided to families with children helped to improve the standard of living.	<b>3-4</b>
<b>Level 3</b>	<b>Answer develops an understanding based on complex inference from the source.</b> e.g. Family Allowances were important because the money was received by right. It did not depend on how much income you had. This was an important principle, and marked the end of the era of the Means Test.	<b>5</b>



(b) How useful is **Source O** to an historian studying reactions to the proposal for a National Health Service?

Use **Source O 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 how many people supported the idea of the NHS.

**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.

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 cartoon is useful for showing the high level of popular support – with analysis of what is shown in the cartoon. (Argument based on content).

**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 in favour of the proposals for a NHS. (Undeveloped argument based on purpose)

e.g. It is useful because it is reliable as it shows how popular the promise of the NHS was, and.. (with argument supported by own knowledge).(Argument based on reliability).

(NB – Use 5<sup>th</sup> mark for answers which include several undeveloped aspects – e.g. utility, limitations, knowledge).

3-5

**Level 3** 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 the cartoonist's view and how readers of a popular newspaper were being influenced – or how the newspaper was reflecting the views of its readership. The cartoon is of limited use because the cartoon was part of a campaign of pressure to build up support for the NHS to influence the medical profession to agree to take part. Many doctors were initially hostile to the idea.

6-7

**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 + uses own knowledge to substantiate arguments of utility and limitations.

8-9

(c) (i) In what ways is the content of Sources P and R different? (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 P says that there was not much opposition to nationalisation. Source R says the Conservatives would undo much of the Labour Party's legislation. **1-2**
- Level 2** Answer provides details from sources to list basic differences.  
e.g. Source P suggests that most people supported nationalisation, because it was commonly realised that the coal industry needed new leadership, whereas Source R says that the next Conservative government would de-nationalise various industries. **3-4**
- Level 3** Answer provides comparison of the sources and explains the differences.  
e.g. Source P argues that there was not much real opposition to nationalisation(e.g. coal, electricity, gas), but concedes that this was not the case with iron and steel.  
Source R states that the Conservative Party intended to repeal much of the Labour Government's nationalisation programme, with the implication that they had opposed it all while in opposition. **5-6**

- (c) (ii) Explain possible reasons why these two interpretations are different.  
Use **Sources P and R and your own knowledge** to explain your answer.

(10 marks)

<b>Target</b>	<b>Analysis and evaluation of interpretations (AO6.3) in context (AO6.1)</b>	
<b>Level 1</b>	<p><b>Comprehension of the sources, accepting the interpretations at face value.</b> e.g. Source P argues that nationalisation was popular; Source R argues that the policy was totally opposed by the Conservative Party.</p>	<b>1-2</b>
<b>Level 2</b>	<p><b>Simple explanation and description of how the interpretations came about based on attribution or content.</b> e.g. Source P was written by the Labour Prime Minister, whereas Source R was written by a leading Conservative politician. Therefore, they will have different policies.</p> <p><b>OR</b> <b>Simple explanation based on own knowledge.</b> e.g. Source R shows how the Conservatives under Churchill were biased against Nationalisation, which is true (with argument using own knowledge).</p>	<b>3-5</b>
<b>Level 3</b>	<p><b>EITHER</b> <b>Developed explanation to evaluate the motive/purpose of the authors</b> e.g. The author of Source P was writing his autobiography and therefore wishing to present his own period as Prime Minister in a positive light; he would also genuinely believe in the validity of the policies. The author of Source Q is remembering the promises of the Conservative Party when they came to power in 1951, giving the implication that the policy of nationalisation had been opposed while in opposition.</p> <p><b>OR</b> <b>Analysis of the content of the sources and use of own knowledge to identify bias and evaluate the interpretations.</b> e.g. Compares factual information (and tone) in the sources with own knowledge of the period, and reaches a conclusion.</p>	<b>6-8</b>
<b>Level 4</b>	<p><b>Combines both of Level 3 (If both strands of Level 3 are present, but one is at Level 3 and the other Level 2, give a Level 3 mark).</b></p>	<b>9-10</b>

- (d) The 1930s has been labelled as a decade of economic depression in Britain.  
Use **your own knowledge** to explain whether this is an accurate description. (15 marks)

<b>Target</b>	<b>Analysis of key features and characteristics (A06.1)</b>	
<b>Level 1</b>	<p><b>EITHER</b>  <b>Simple, descriptive narrative of part of the topic</b>  e.g. Simple description of huge unemployment in parts of Britain.</p> <p><b>OR</b>  <b>Simple, generalised statements</b>  e.g. Many people in Britain were very poor, but not all were.</p>	<b>1-3</b>
<b>Level 2</b>	<p><b>EITHER</b>  <b>Narrative implying analysis</b>  e.g. An outline description of life in the 1930s, with falling exports, rising unemployment, and lower standards of living.- with no explicit assessment in relation to the question.</p> <p><b>OR</b>  <b>Multifactorial explanation which lacks development</b>  e.g. Several factors outlined, perhaps contrasting the extreme poverty of many with the wealth of some, or the huge unemployment in some areas contrasted with the thriving new industries in other areas – but with little development.</p> <p><b>OR</b>  <b>Developed monofactorial answer.</b>  e.g. Detailed analysis of employment and unemployment in the regions of Britain.</p>	<b>4-8</b>
<b>Level 3</b>	<p><b>EITHER</b>  <b>Developed multifactorial answer</b>  e.g. Several points are developed to explain the contrasts between the rich and the poor. Answer may include government attempts to reduce the effects of the depression e.g. the Dole and the Means Test, the Import Duties Act.</p> <p><b>OR</b>  <b>A selective and structured account establishing some arguments.</b>  e.g. Answer provides an assessment of the extent of the depression, but is fairly limited in <b>either</b> range of evidence <b>or</b> depth of analysis</p>	<b>9-12</b>
<b>Level 4</b>	<p><b>A balanced, sustained, analytical, multifactorial answer clearly linked to the demands of the question.</b>  e.g. In addition to Level 3, answer analyses in depth the extent of the depression, with relevant evidence, and reaches a conclusion.</p>	<b>13-15</b>

**SECTION B****OPTION A : RUSSIA/USSR, 1914-1941****5. Russia 1914-1921**

**(a)** What can you learn from **Source A** about the character of Lenin? (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. strong-willed, inflexible, ruthless.

**Count any explanation or inference as an extra point.**

e.g. Comment on how Lenin thought it right to use people in pursuit of the goal of Communism.

**1-3**

**(b)** Describe how the Bolsheviks actually seized power in Petrograd in October/November 1917. (5 marks)

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

**Level 1**            **Basic description**

e.g. The Bolsheviks seized control of key buildings.

**1**

**Level 2**

**EITHER**

**Detailed description of limited aspects**

e.g. Detailed description of the storming of the Winter Palace and the capture of the Provisional Government members.

**OR**

**Limited description of wider range of aspects.**

e.g. Mention of some places, such as post office, telephone exchange, bridges, Winter Palace, the role of the Red Guards and of the “Aurora”.

**2-3**

**Level 3**

**Detailed description of several aspects**

e.g. Detailed description of several items mentioned in Level 2.

**4-5**

- (c) Use **Source B and your own knowledge**, to explain how the Bolsheviks tried to gain more support between their seizure of power and the Treaty of Brest-Litovsk (March 1918). (7 marks)

<b>Target</b>	<b>Use of source and knowledge to explain causation (AO6.1 and AO6.2)</b>	
<b>Level 1</b>	<b>Use of source OR own knowledge to provide basic reasons.</b> e.g. Bolsheviks gained support because of ending the war and giving land to the peasants.	<b>1-2</b>
<b>Level 2</b>	<b>Developed monocausal answer, using source and/or own knowledge.</b> e.g. Answer explains why the Bolsheviks' determination to end the war gave them a lot of support with reference to the Treaty of Brest-Litovsk.  <b>OR multicausal answer that lacks development, using source and/or own knowledge.</b> e.g. Answer uses ideas from Source B(land, peace, the Cheka), and mentions that Lenin got rid of the elected Constituent Assembly.	<b>3-5</b>
<b>Level 3</b>	<b>Developed multicausal answer, using source and own knowledge.</b> e.g. Explains several reasons (as in Level 2).	<b>6-7</b>

Answer **either** part (d) **or** part (e)

**(d)** In February/March 1917 the Tsar had been forced to give up his throne.

Explain why this first Revolution of 1917 occurred.

(15 marks)

**Target :**        **Causation (AO6.1)**

**Level 1**

**EITHER**

**Simple, descriptive narrative with general coverage of the topic.**

e.g. The Tsar had gone off to command the armies and he was a poor military leader.

**OR**

**Simple, generalised statements of causation**

e.g. Rasputin had brought the reputation of the royal family to a very low level.

**1-3**

**Level 2**

**EITHER**

**Narrative implying analysis of causation**

e.g. The story of how the First World War affected the Russian economy and society, with implications of causation.

**OR**

**Multicausal answer which lacks development.**

e.g. The Tsar's weakness; the Tsarina being German; the effects of the First World War; the role of Rasputin.

**OR**

**Developed monocausal answer.**

e.g. Details on the economic effects of the First World War.

**4-8**

**Level 3**

**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 up to Feb/March 1917. Narrative might begin in 1905 or 1914 - but the answer establishes a clear progression of events and attitudes, and establishes some reasons.

**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 one factor was really the trigger for all the others.

**13-15**

(e) After the second Revolution of 1917 in October/November, the Civil War took place. (1918-1921). Explain why the Bolsheviks won the Civil War. (15 marks)

**Target :**            **Causation (AO6.1)**

**Level 1**            **EITHER**

**Simple, descriptive narrative with general coverage of the topic.**

e.g. The Reds led by Trotsky defeated the Whites who had several different leaders.

**OR**

**Simple, generalised statements of causation.**

e.g. Trotsky developed the Red Army which fought ruthlessly against the Whites.

**1-3**

**Level 2**

**EITHER**

**Narrative implying analysis of causation.**

e.g. Description of events of Civil War without clear statements of causation.

**OR**

**Multicausal answer which lacks development.**

e.g. Answer mentions equipment and leadership of Red Army, internal divisions within Whites; death of Romanovs removing one motive of the Whites; foreign intervention ineffective.

**OR**

**Developed monocausal answer.**

e.g. One of the above items developed in detail.

**4-8**

**Level 3**

**Developed multicausal answer.**

e.g. Items listed in Level 2 discussed in detail.

**OR**

**A selective and structured account establishing some arguments.**

e.g. Detailed narrative and description of events, leading to some conclusions relating to reasons for success of Reds.

**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 that one reason was more important than the others; or answer links reasons together.

**13-15**



**OPTION B : GERMANY, 1918-1939****6. The Weimar Republic, 1919-1933**

- (a) What can you learn from **Source C** about the reasons why Hitler gained support in the early 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. Hitler gave simple messages; he appealed to nationalist feelings; he gave them reasons why Germany had been defeated in World War One.

**Count any explanation or inference as an extra point.**

e.g. Nazi successes in early 1920s were helped by Hitler's speeches which gave German listeners reasons to feel better about themselves after the defeat in World War One.

**1-3**

- (b) Describe the Munich Putsch of 1923 and what happened to Hitler as a result. (5 marks)

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

**Level 1**                    **Basic description**

e.g. Hitler led a revolt in Munich which was defeated.

**1**

**Level 2**

**EITHER**

**Detailed description of limited aspects**

e.g. Detailed description of Hitler's trial, its significance, and Hitler's writing whilst in prison.

**OR**

**Limited description of wider range of aspects.**

e.g. Answer mentions the beer-hall, the fighting in the streets, the arrest and trial of Hitler.

**2-3**

**Level 3**

**Detailed description of several aspects**

e.g. Detailed answer on items mentioned in Level 2.

**4-5**

(c) Use **Source D** and your own knowledge to explain how Stresemann's economic policies helped Germany to recover in the years 1924-1929. (7 marks)

<b>Target</b>	<b>Description of key features and characteristics. (AO6.1 and A06.2)</b>	
<b>Level 1</b>	<b>Use of source OR own knowledge to provide basic reasons.</b> e.g. Using the source, Stresemann was able to set up a new currency and had the support of the Dawes Plan.	<b>1-2</b>
<b>Level 2</b>	<b>Developed monocausal answer, using source and/or own knowledge.</b> e.g. Answers explain in detail how American money through the Dawes Plan helped German industry, and thus the economy and society, to recover.  <b>OR multicausal answer that lacks development, using source and/or own knowledge.</b> e.g. Answer uses information in source and builds on some aspects with own details.	<b>3-5</b>
<b>Level 3</b>	<b>Developed multicausal answer, using source and own knowledge.</b> e.g. Answer explains several causes – the economic recovery of Germany with American money through the Dawes Plan and the Young Plan; the establishment of the Rentenmark ended hyperinflation; the recovery of industry in Germany.	<b>6-7</b>

Answer **either** part (d) **or** part (e)

**(d)** In the first few years of the Weimar Republic (1919-1923) there were many problems in Germany. Explain why the Weimar Republic suffered many problems in the years 1919 to 1923. (15 marks)

<b>Target</b>	<b>Analysis of key features and characteristics (AO6.1)</b>	
<b>Level 1</b>	<b>EITHER</b> <b>Simple, descriptive narrative with general coverage of the topic.</b> e.g. Many people were unemployed and had no home; many caught flu. <b>OR</b> <b>Simple, generalised statements</b> e.g. There were many economic and social problems from the First World War in Germany.	<b>1-3</b>
<b>Level 2</b>	<b>EITHER</b> <b>Narrative implying analysis</b> e.g. Description of economic and social conditions in Germany in years after the First World War : unemployment, homelessness, flu, inflation, etc. e.g. Description of the political situation which led to problems in Germany between left and right. <b>OR</b> <b>Multifactorial answer which lacks development.</b> e.g. Mentions industrial problems, social problems such as housing, political problems with new inexperienced government and many political parties, the international crisis of 1923 over the Ruhr, hyperinflation of 1923. <b>OR</b> <b>Developed monofactorial answer.</b> e.g. Develops one item on the above list.	<b>4-8</b>
<b>Level 3</b>	<b>Developed multifactorial answer</b> e.g. Items listed above discussed in detail. <b>OR</b> <b>A selective &amp; structured account establishing some arguments</b> e.g. Answer is basically descriptive in structure, but with added analysis.	<b>9-12</b>
<b>Level 4</b>	<b>A balanced, sustained, analytical multifactorial answer clearly linked to the demands of the question.</b> e.g. In addition to Level 3, answer argues which was the most important factor, e.g. inter-relationship of factors.	<b>13-15</b>

- (e) In January 1933 Hitler became Chancellor of Germany.  
Explain why this happened. (15 marks)

<b>Target</b>	<b>Causation (AO6.1)</b>	
<b>Level 1</b>	<p><b>EITHER</b> <b>Simple, descriptive narrative with general coverage of the topic.</b> e.g. Some narrative in outline leading to January 1933.</p> <p><b>OR</b> <b>Simple, generalised statements of causation</b> e.g. Hitler gained a lot of support as a result of the Wall Street Crash.</p>	<b>1-3</b>
<b>Level 2</b>	<p><b>EITHER</b> <b>Narrative implying analysis of causation.</b> e.g. Answer describes how the Nazis gained more support from 1930 to 1932, as shown in elections and with the general public.</p> <p><b>OR</b> <b>Multicausal answer which lacks development.</b> e.g. Answer mentions the policies of Hitler, the effects of the Wall Street Crash, the lack of experience within the Weimar Republic, the fear of many Germans of Communism, German desire for a strong ruler.</p> <p><b>OR</b> <b>Developed monocausal answer</b> e.g. Answer develops one aspect such as explaining why Hitler's promises appealed to many Germans in the early 1930s.</p>	<b>4-8</b>
<b>Level 3</b>	<p><b>Developed multicausal answer</b> e.g. Items in list above developed.</p> <p><b>OR</b> <b>A selective and structured account establishing some arguments.</b> e.g. Fairly detailed description of events and situations from Wall Street Crash to January 1933 which establishes some reasons for Hitler becoming Chancellor.</p>	<b>9-12</b>
<b>Level 4</b>	<p><b>A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question.</b> e.g. In addition to Level 3, answer clearly differentiates between different sections of German society in terms of levels of support for Hitler, e.g. inter- relationship of factors.</p>	<b>13-15</b>

**OPTION C : THE USA, 1918-1941****7. America, 1929-1941**

**(a)** What can you learn from **Source E** about support for Roosevelt in November 1932? (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. Roosevelt won a huge victory; he won 42 out of 48 states; it was the biggest victory ever

**Count any explanation or inference as an extra point.**

e.g. The election result was not a surprise – it was obvious who was going to win.

**1-3**

**(b)** Describe the work of TWO of the “Alphabet Agencies” of the New Deal. (5 marks)

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

**Level 1**            **Basic description**

e.g. The TVA provided a dam for water.

**1**

**Level 2**

**EITHER**

**Detailed description of limited aspects**

e.g. Detailed description of the significance of the Tennessee Valley Authority that affected the water resources of 6 states and 41,000 square miles, with electricity production, industry and farming all benefiting.

**OR**

**Limited description of wider range of aspects.**

e.g. Outline on two agencies.

**2-3**

**Level 3**

**Detailed description of several aspects**

e.g. Details on two agencies.

**4-5**

- (c) Use **Source F and your own knowledge** to explain why some Americans criticised the New Deal.  
(7 marks)

<b>Target</b>	<b>Use of source and knowledge to explain causation (AO6.1 and AO6.2)</b>	
<b>Level 1</b>	<b>Use of source OR own knowledge to provide basic reasons.</b> e.g. Many Americans thought that people should look after themselves, not rely on the government for help.	<b>1-2</b>
<b>Level 2</b>	<b>Developed monocausal answer, using source and/or own knowledge.</b> e.g. Answer provides detail arguments used by Supreme Court to declare some of the New Deal measures unconstitutional.  <b>OR</b> <b>multicausal answer that lacks development, using source and/or own knowledge.</b> e.g. Several reasons in outline – belief in self-help, not government help; attitudes of some Supreme Court Justices; fears by big business of losing independence; objections by some States at losing initiative to Federal Government control.	<b>3-5</b>
<b>Level 3</b>	<b>Developed multicausal answer, using source and own knowledge.</b> e.g. More detail on Level 2 answer.	<b>6-7</b>

Answer **either** part (d) **or** part (e)

**(d)** The Great Depression was at its worst from 1929 to 1932.

Explain the effects of the Depression on the people of America in these years. (15 marks)

**Target**                    **Consequences (AO6.1)**

**Level 1**

**EITHER**

**Simple, descriptive narrative with general coverage of the topic.**

e.g. Some description of how the Great Depression led to loss of trade and caused mass unemployment.

**OR**

**Simple, generalised statements of consequences.**

e.g. Many people suffered when they had lost their jobs and/or their bank had gone bankrupt.

**1-3**

**Level 2**

**EITHER**

**Narrative implying analysis of consequence**

e.g. Some description of how the Great Depression led to many people losing their investments, their jobs, their homes – with only a little emphasis on effects on people and their lives, and most emphasis on what the Great Depression did.

**OR**

**Multi-consequential answer which lacks development.**

e.g. Several effects mentioned – such as on income, homes, jobs, families – but lacking details.

**OR**

**Developed monoconsequential answer.**

e.g. Answer examines details of the stock market bust and how this affected lives of many people.

**4-8**

**Level 3**

**Developed multi-consequential answer**

e.g. Developed arguments on effects using items in Level 2.

**OR**

**A selective and structured account establishing some arguments.**

e.g. Answer which explains what happened in the Great Depression in some detail, and reaches some conclusions within the narrative/description of the effects on the people of America.

**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 groups of Americans as one of the main arguments of the answer, e.g. inter-relationship of factors.

**13-15**

(e) President Roosevelt introduced the New Deal in 1933, but the Depression did not end until the Second World War.

Explain why this was so.

(15 marks)

**Target**            **Causation (AO6.1)**

**Level 1**            **EITHER**

**Simple, descriptive narrative with general coverage of the topic.**

e.g. Some description of the New Deal or the USA getting involved in World War Two.

**OR**

**Simple, generalised statements of causation**

e.g. World War Two produced huge demand for goods from industry.

**1-3**

**Level 2**

**EITHER**

**Narrative implying analysis of causation**

e.g. Some description/narrative of some of the New Deal and/or the early history of World War Two as it affected the USA.

**OR**

**Multicausal answer which lacks development.**

Answer may concentrate on either the New Deal or World War Two, or both, but not in depth. e.g. Some measures of the New Deal that provided jobs; unemployment remaining high in 1930s; huge effects on USA economy of lease-lend in 1940-1941.

**OR**

**Developed monocausal answer.**

e.g. Detailed argument based one aspect of either New Deal or World War Two, such as the unemployment problem.

**4-8**

**Level 3**

**Developed multicausal answer**

e.g. Developed answer based on why the Depression was difficult to end in spite of the New Deal and/or why the Second World War had more effect, for example, on unemployment.

**OR**

**A selective and structured account establishing some arguments.**

e.g. More descriptive/narrative approach but with some arguments established, including the New Deal and/or World War Two.

**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 how effects of New Deal paved the way for American confidence, and the onset of the Second World War provided the impetus.

**13-15**



**OPTION D : BRITAIN, 1905-1951****8. Britain, 1906-1926**

**(a)** What can you learn from **Source G** about why the Labour Party was formed? (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. to aid Socialist candidates; to help left-wing views be heard in Parliament; to get political influence.

**Count any explanation or inference as an extra point.**  
e.g. To help Trade Unions get more influence and power. **1-3**

**(b)** Describe the development of the Labour Party in the years 1906 to 1918. (5 marks)

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

**Level 1**                    **Basic description**  
e.g. The Labour Party got more support during these years. **1**

**Level 2**                    **EITHER**  
**Detailed description of limited aspects**  
e.g. Details on successes gained in election of 1906, and the influence this gave working-class people in the House of Commons.

**OR**  
**Limited description of wider range of aspects.**  
e.g. Success in 1906 election; helped by MPs getting paid from 1911; effects on British society of First World War and Bolsheviks coming to power in Russia; consolidated its position in election of 1918. **2-3**

**Level 3**                    **Detailed description of several aspects**  
e.g. Details on several aspects/developments. **4-5**

- (d) Use **Source H and your own knowledge** to explain how the Parliament Act became law in 1911 as a result of the crisis over Lloyd George's Budget of 1909. (7 marks)

<b>Target</b>	<b>Use of source and knowledge to explain causation (AO6.1 and AO6.2)</b>	
<b>Level 1</b>	<b>Use of source OR own knowledge to provide basic causes.</b> e.g. The Liberal Government used the crisis to pass the Parliament Act of 1911.	<b>1-2</b>
<b>Level 2</b>	<b>Developed monocausal answer, using source and/or own knowledge.</b> e.g. Detailed explanation of how the Liberal government called two General Elections in 1910 to show the nation what the will of the people was.  <b>OR</b> <b>Multicausal answer that lacks development, using source and/or own knowledge.</b> e.g. Answer mentions the rejection of the 1909 budget; elections of 1910; pressure on the House of Lords to give in; the threat to create new peers; the House of Lords losing much of its power.	<b>3-5</b>
<b>Level 3</b>	<b>Developed multicausal answer, using source and own knowledge.</b> e.g. Answer develops causes mentioned in Level 2.	<b>6-7</b>

Answer **either** part (d) **or** part (e)

- (e) In the years before the First World War, the Liberal Party had laid the foundations of the Welfare State. Explain what had been achieved by 1914. (15 marks)

<b>Target</b>	<b>Analysis of extent of change (AO6.1)</b>	
<b>Level 1</b>	<b>EITHER</b> <b>Simple, descriptive narrative with general coverage of the topic.</b> e.g. Description of school meals; or pensions; or insurance against sickness and unemployment.  <b>OR</b> <b>Simple, generalised statements of extent of change</b> e.g. Poor people gained many benefits in several respects from the Liberal governments of the period.	<b>1-3</b>
<b>Level 2</b>	<b>EITHER</b> <b>Narrative implying analysis of change.</b> e.g. Description of some of measures of Liberal governments.  <b>OR</b> <b>Multifactorial answer which lacks development.</b> e.g. Answer mentions various measures, without details, such as school meals, milk, old age pensions, labour exchanges, insurance.  <b>OR</b> <b>Developed monofactorial answer.</b> e.g. Detailed answer on significance of Insurance Act of 1911.	<b>4-8</b>
<b>Level 3</b>	<b>Developed multifactorial answer.</b> e.g. Developed answer on several items from list above.  <b>OR</b> <b>A selective and structured account establishing some arguments.</b> e.g. More descriptive/narrative approach about the welfare measures of the Liberal Governments.	<b>9-12</b>
<b>Level 4</b>	<b>A balanced, sustained, analytical multifactorial answer clearly linked to the demands of the question.</b> e.g. In addition to Level 3, answer clearly addresses the extent of the achievements by 1914 as a main part of its answer.	<b>13-15</b>

(e) In May 1926 there was a General Strike.  
Explain why the General Strike failed after nine days (15 marks)

**Target Causation (AO6.1)**

**Level 1 EITHER**

**Simple, descriptive narrative with general coverage of the topic.**  
e.g. Most workers went on strike for 9 days and the government tried to keep essential services going using troops.

**OR**

**Simple, generalised statements of causation**

e.g. The Conservative Government under Baldwin and Churchill was not going to give in to the workers.

**1-3**

**Level 2**

**EITHER**

**Narrative implying causation**

e.g. Some description of the main events of the General Strike with implications of why the strikers went back to work.

**OR**

**Multicausal answer which lacks development.**

e.g. Answer mentions some aspects, such as government toughness, the lack of preparations by the strikers, the fear of social unrest.

**OR**

**Developed monocausal answer.**

e.g. Answer discusses significance of Churchill's broadcasts on the radio and the use of newspapers.

**4-8**

**Level 3**

**Developed multicausal 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 happened during the strike, with some analysis of causation 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 contrasts strength of government's position and weakness of strikers' position.

**13-15**