



General Certificate of Secondary Education

History 3042/3047 *Specification B*

Paper 2

Mark Scheme

2005 examination - June series

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

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

GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION 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 is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

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

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

- **Placing an answers within a Level**

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

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

- **What is a sustained response?**

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

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

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

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

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

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

Note about Indicative Content.

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

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

- **Some things to remember**

Mark positively at all times.

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

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

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

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

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

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

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

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

Do not use half marks.

D: QUALITY OF WRITTEN COMMUNICATION SKILLS

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

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

E: SOME PRACTICAL POINTS

- **Answers in note form**

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

- **Diagrams, etc**

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

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

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

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

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

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

Paper 2:

SECTION A

Question 1

- (a) Explain what you can learn from **Source A** about the first Five Year Plan, 1928-1932. **5**

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

Level 1: Answer that takes information from source **1-2**

e.g. The amounts of coal, electricity and steel all went up.

e.g. The amount of coal went up from 35.4 M. tons in 1928 to 64.3 M. tons in 1932.

Level 2: Answer contains basic understanding, and draws a simple inference **3-4**

e.g. In 1932 coal nearly reached its target, but electricity and steel were nowhere near.

Level 3: Answer develops an understanding based on complex inference from the source **5**

e.g. Whereas key industries in the First Five-Year Plan did not reach their targets, there was a huge acceleration in the rate of progress for coal, as seen when comparing 1913, 1928 and 1932. Electricity also increased a lot in the years 1928-1932, but was still a long way short of the official target.

- (b) (i) How does the content of **Sources B and C** differ? **6**
- Target : Comparison of sources to detect differences. (AO6.2)**
- Level 1: Answer selects details from the sources to describe the content.** **1-2**
e.g. Source B talks about the achievements and the heroic struggle. Source C talks about the tremendous human cost.
- Level 2: Answer provides details from sources to make simple comparisons.** **3-4**
e.g. Source B describes the heroic struggle of the Soviet people who worked enthusiastically. Source C concentrates mostly on the negative aspects of the huge human cost and suffering involved. Source C does, however, attempt to give a balanced view.
- Level 3: Answer provides comparison of the sources and explains the differences.** **5-6**
e.g. Source B focuses on the first two Five Year Plans putting the USSR in the world spotlight, and sees the triumphs gained as the culmination of a struggle dating back to 1917. Source C concentrates on how the USSR transformed itself during the 1930s with the effect that it could withstand a foreign invasion. It implies that the sufferings were worth the price.

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

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

Level 1: Comprehension of the sources, accepting the interpretations at face value **1-2**
e.g. Source B is different from Source C because B is more positive than C.

Level 2: Simple explanation/description of how the interpretations came about based on the attributions or content. **3-5**
e.g. The writer of Source B is more sympathetic than the writer of Source C. Source B is written by a Russian, and Source C was published in the USA. People in America hated Communism and the USSR.

OR

Simple explanation based on own knowledge.

e.g. Source B is biased, whereas Source C agrees with what I know about the Five Year Plans (with some outline facts).

Level 3: EITHER **6-8**
Developed explanation to evaluate the motive/purpose of the authors

e.g. Source B is from a publication by the Soviet-controlled press, and therefore will be extremely biased and selective about what it says about Communist Russia, especially as the Cold War was still in progress in 1982. Source C is from a biography on Stalin, again written during the Cold War, but published in the USA. The emphasis in the source is on how the USSR was able to become a strong power by the time of World War II as a prelude to the USA seeing the USSR as the major threat to world peace after 1945.

OR

Analysis of the content of the sources and using own knowledge to identify bias and to evaluate the interpretations

e.g. Compares factual information in the sources with own knowledge to produce an argument. Source B is extremely biased both its content and tone. Source C is more even-handed, but extreme in its tone and language (with own knowledge to substantiate the arguments).

Level 4: Combines both of Level 3 **9-10**
(If both strands are attempted, but only one is at Level 3 standard, give a Level 3 mark).

- (c) How useful is **Source D** to an historian studying the attitude of the Russian people towards Stalin in the 1930s?
Use **Source D and your own knowledge** to explain your answer. 9
- Target: Evaluation of a source for utility (AO6.2) in context (AO6.1)**
- Level 1: EITHER** 1-2
Accepts the content of the source at face value.
e.g. It is useful because it shows Russian people cheering Stalin.
- OR**
Generalised or learned response which could apply to any source
e.g. It is a picture from the time, and so it is useful.
- Level 2: EITHER** 3-5
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 how popular Stalin was, with lots of people crowding round him and cheering, and Stalin applauding them in return. (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 it was painted in 1937 as propaganda.. (undeveloped argument on purpose).
e.g. The source is limited in use because Stalin used paintings like this to influence attitudes. Stalin had lots of paintings like this shown around the USSR. (Undeveloped argument on situation)
e.g. The source is useful because it is reliable.(followed by own knowledge on how it shows that Stalin wanted people to see him as the hero of his people). (Argument based on reliability).
- (NB – Use 5th mark for answers that make attempt several aspects -usefulness, limitations, own knowledge – but at undeveloped level)**
- Level 3: Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge.** 6-7
e.g. The source is useful for showing how Stalin used propaganda to influence the Soviet people and sympathisers abroad. In particular, he used the 20th anniversary of 1917 to mount a huge campaign of propaganda and to celebrate his triumphs. (Argument based on knowledge)
- Level 4: Develops arguments about the usefulness/ limitations of the source using the source AND own knowledge.** 8-9
e.g. As Level 3 + More explicit use of own knowledge on utility.
e.g. More explicit on purpose/motives to emphasize utility and limitations, combined with own knowledge.

(d)	Use your own knowledge to explain what effects Stalin’s Purges in the 1930s had on the USSR and its people.	15
Target	Consequences (AO6.1)	
Level 1:	EITHER Simple, descriptive narrative of part of the topic e.g. In the purges Stalin got rid of many of his enemies (with brief details). OR Simple, generalised statements of consequences e.g. Millions of Russians died in the purges during the 1930s.	1-3
Level 2	EITHER Narrative implying analysis of consequences e.g. Answer tells the outline story of what happened during the purges, with hints at consequences. OR Multiconsequential explanation which lacks development e.g. Several consequences given but little development. E.g. Climate of fear, millions of deaths, effects on agriculture and industry, effects on military, effects on readiness to wage war. OR Developed monoconsequential answer. e.g. Developed answer on one aspect, such as the peasants.	4-8
Level 3:	EITHER Developed multiconsequential answer e.g. Several points are developed from the list in Level 2. OR A selective and structured account establishing some arguments. e.g. Answer is mostly narrative, but it does use the narrative to develop explanations about the effects of Stalin’s purges.	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, the answer highlights the short-term effects of the purges with Stalin’s grip on the country tightening, contrasted with the longer-term effects of how it damaged Stalin’s reputation.	13-15

QUESTION 2**Germany, 1928-1939**

- (a) Explain what you can learn from **Source E** about how the people of Northeim voted in the national elections, 1928-1933. **5**

Target : Comprehension and inference from a source (AO6.2)**Level 1: Answer that takes information from source. **1-2****

e.g. The Nazis gained a lot more votes, from 123 in 1928 to 4268 in March 1933.

Level 2: Answer contains basic understanding, and draws a simple inference. **3-4**

e.g. Both the Nazis and Communists increased their numbers of votes at the expense of the other political parties, but the Nazis gained a lot more than the Communists.

Level 3: Answer develops an understanding based on complex inference from the source. **5**

e.g. The major changes in how the people voted occurred between 1928 and July 1932. In the next nine months there were no significant changes. However, by then the Nazis had gained nearly two-thirds of the total votes cast, and had more than ten times the size of the Communist vote. The Communist vote went down slightly in March 1933.

- (b) (i) How does the content of **Sources F and G** differ? **6**

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

Level 1: Answer selects details from the sources to describe the content. **1-2**

e.g. Source F says Van der Lubbe started the fire. Source G says that it was started by the Nazis.

Level 2: Answer provides details from sources to make simple comparisons. **3-4**

e.g. Source F says Van der Lubbe was responsible, and his voluntary confessions explained how he could have acted on his own. Source G says that the Nazis started the fire, but blamed Van der Lubbe.

Level 3: Answer provides comparison of the sources and explains the differences. **5-6**

e.g. Source F provides apparently convincing evidence that Van der Lubbe was responsible, such as him being arrested when holding his burning shirt like a torch, and making voluntary confessions. However, Source G provides a more analytical view, arguing that Van der Lubbe was not the real culprit, but was the scapegoat for the Nazis, as he already had been known to attempt arson in other buildings, and could be presented as being part of a larger Communist plot.

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

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

Level 1: Comprehension of the sources accepting the interpretations at face value **1-2**

e.g. Source F says that Van der Lubbe was responsible. Source G says that the Nazis did it themselves and blamed Van der Lubbe.

Level 2: Simple explanation and description of how the interpretations came about based on the attribution or content **3-5**

e.g. Source F is from a German who had been a Nazi, whereas Source G is British. (with simple argument based on bias).

OR

Simple explanation based on own knowledge.

e.g. There are different beliefs about who started the fire. Many people blame the Nazis, but others blame the Communists. This difference is seen in Sources F and G.

Level 3: EITHER **6-8**

Developed explanations to evaluate the motive/purpose of the authors.

e.g. Source F is written by the head of police in Berlin, himself a Nazi, and, though writing after the defeat of Nazism, clearly wishes to protect the Nazis from accusations of treachery. Source G, written shortly after the Second World War, whilst trying to be analytical, also wants to emphasize the ruthlessness of the Nazi leaders. Evidence for this assertion comes from the title of the book.

OR

Analysis of the content of the sources and using own knowledge to identify bias and evaluate the interpretations.

e.g. Source F's account makes assumptions about how Van der Lubbe came to be arrested so quickly and about why he was holding his burning shirt. Other sources describe him as being of limited intelligence. On the other hand, Source G appears to be based on other evidence about the Nazis such as Goering's well-documented plans to destroy the Communist party.

Level 4: Combines both Levels. **9-10**
(If both strands are attempted, one at Level 3 and the other at Level 2, give a Level 3 mark).

- (c) How useful is **Source H** to an historian studying the attitude of the German people towards Hitler in the year in which he became Chancellor? **9**
Use **Source H and your own knowledge** to explain your answer

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

Level 1 EITHER 1-2
Accepts the content of the source at face value.
e.g. It is useful for showing us how crowds of German people followed Hitler.

OR

Generalised or learned response which could apply to any source.
e.g. It is an official poster from the time, and therefore will be accurate.

Level 2: EITHER 3-5
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 many German people cheered Hitler and saw him as a strong, determined leader who deserved to be followed. (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 Nazi Party poster and so will be biased, etc.(Argument based on bias).

e.g. It is useful because it is reliable. I know that this sort of poster was very important in attracting people to join the Nazis, based on an impression of what Hitler stood for. (Argument using own knowledge).

(NB – Use 5th mark for answers which attempt several aspects – usefulness, limitations, knowledge – but at undeveloped level)

Level 3: Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge. 6-7
e.g. It is useful for showing how the Nazis portrayed Hitler and how they used this to attract support. Posters like these were deliberate propaganda to attract even more support. (Argument based on purpose).

Level 4: Develops arguments about the usefulness/ limitations of the source using the source AND own knowledge. 8-9
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.

- (d) Between 1934 and 1939 Hitler was a dictator in Germany. 15
Using your own knowledge, explain how Hitler kept his position as dictator during this time.

Target: Causation (AO6.1)

- Level 1: EITHER** 1-3
Simple, descriptive narrative of part of the topic
 e.g. The SS and the Gestapo used intimidation and violence on those Germans who were not Nazi supporters.

OR

Simple, generalised statements of causation

e.g. The Nazis used propaganda and violence to increase fear so that people were forced to do what the Nazis wanted.

- Level 2: EITHER** 4-8
Narrative implying analysis of causation
 e.g. Description of what the SS and the Gestapo did (and this might include the Night of the Long Knives) to create/maintain a Nazi dictatorship.

OR

Multicausal explanation which lacks development

e.g. Several methods mentioned, but not developed, such as violence and intimidation, the use of films, marches, radio, control of the Church, censorship of books, etc.

OR

Developed monocausal answer.

e.g. Detailed answer on Night of the Long Knives, the role of the SS and the Gestapo.

- Level 3: EITHER** 9-12
Developed multicausal answer
 e.g. Several points from list in Level 2 are developed in relation to Nazi dictatorship.”

OR

A selective and structured account establishing some arguments

e.g. Answer is mostly descriptive, cataloguing the things Hitler and the Nazis did to increase their control over Germany, with some conclusions in relation to Nazi dictatorship.

- Level 4: A balanced, sustained, analytical, multicausal answer clearly linked to the demands of the question.** 13-15
 e.g. In addition to Level 3, answer highlights inter-connections between the reasons explained, or tries to establish a hierarchy of reasons, or sees how Hitler used the adverse economic circumstances and German shame at losing the First World War to his advantage.

NB Candidates can gain some credit for foreign policy successes if linked to Hitler keeping his position as dictator.

QUESTION 3

Depression and New Deal, 1929-1941

- (a) Explain what you can learn from **Source J** about what happened to share prices in the USA in late 1929. **5**

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

- Level 1: Answer that takes information from source.** **1-2**
e.g. Share prices went down a lot between September and November 1929.
e.g. American Can went down from 182 to 86 cents per share.
- Level 2: Answer contains basic understanding, and draws a simple inference.** **3-4**
e.g. Share prices were low after the Wall Street Crash of October 1929 compared with their values earlier in the autumn. For example, American Can shares lost over half their value.
e.g. American Can shares lost over half their value. Some of the others lost more, but some lost less.
- Level 3: Answer develops an understanding based on complex inference from the source.** **5**
e.g. As Level 2 + the extent of the drop in value varied considerably. E.g. Whereas New York Central did not lose even half its value, Radio went down to nearly one-twentieth of its earlier value.

- (b) (i) How does the content of **Sources K and L** differ? **6**

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

- Level 1: Answer selects details from the sources to describe the content.** **1-2**
e.g. Source K says that the New Deal achieved a lot very quickly. Source L says that the rights and liberties of American citizens have been attacked.
- Level 2: Answer provides details from sources to make simple comparisons.** **3-4**
e.g. Source K praises the New Deal for its achievements, such as in banking and agriculture, whereas Source L criticises what the New Deal is doing to American traditions by attacking rights and liberties.
- Level 3 Answer provides comparison of the sources and explains the differences.** **5-6**
e.g. Source K is glowing in its praise for the New Deal, showing amazement at the speed of progress, and praising the Federal Government for its expensive initiatives. Source L criticises the New Deal for its attack on free enterprise and for its increase in the scope and power of the Federal Government, with the result that many people are dependent on it.

- (b) ii) Explain possible reasons why these interpretations are different. 10
Use **Sources K and L and your own knowledge** to explain your answer.

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

Level 1: Comprehension of the sources, accepting the interpretations at face value 1-2
e.g. Source K is praising the New Deal, whereas Source L is condemning its effects on the freedom of individuals.

Level 2: Simple explanation and description of how the interpretations came about based on the attribution or the content. 3-5
e.g. Source K is from a USA government publication. Source L is from a Republican Party document in an election campaign criticising the New Deal.

OR

Simple explanation based on own knowledge.

e.g. Source K refers to the achievements of the New Deal which many Americans appreciated at the time. Source L is from arguments used by the Republican opposition party against the New Deal.

Level 3: EITHER 6-8
Developed explanation to evaluate the motive/purpose of the authors.
e.g. The account in Source K will probably be influenced by the fact that it was published on the 200th anniversary of the Declaration of American Independence. The writers will want to portray a picture of success in US history. The author of Source L on the other hand wishes to gain votes in the forthcoming election by portraying a picture of extravagance and loss of free enterprise.

OR

Analysis of the content of the sources and using own knowledge to identify bias and evaluate the interpretations.

e.g. Compares factual information of the sources with own knowledge of the period, and reaches a conclusion based on the differing tones of the extracts and the bias that stems from this as well as the arguments.

Level 4: Combines both of Level 3 9-10
(If both strands are attempted, one at Level 3 and the other at Level 2, give a Level 3 mark).

- (c) How useful is **Source M** to an historian studying the 1932 Presidential election campaign? **9**
Use **Source M and your own knowledge** to explain your answer.

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

Level 1: EITHER 1-2

Accepts the content of the source at face value.

e.g. The source is useful for showing how Roosevelt wanted to meet the American people.

OR

Generalised or learned response which could apply to any source.

e.g. It is a photograph from the time, and it shows what happened during the election campaign.

Level 2: EITHER 3-5

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 different sections of the American public were all keen to meet Roosevelt and to shake hands. (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. It shows the positive side only – the supporters of Roosevelt. (Argument based on bias).

e.g. It is useful because it is reliable (and outlines argument using own knowledge to explain that this photo is typical of many situations).

(NB – Use the 5th mark for answers which attempt several aspects – usefulness, limitations, knowledge – but at undeveloped level).

Level 3: Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge. 6-7

e.g. It is useful for showing the methods used by the Democrats to win the election, with Roosevelt going out to meet the people, including different sections of society, The photograph would have appeared in a newspaper with a very positive image of the Democrat candidate.
(Argument based on purpose).

Level 4: Develops arguments about the usefulness/ limitations of the source using the source AND own knowledge. 8-9

e.g. As Level 3 + argument also includes limitations of source using own knowledge

e.g. It is carefully staged to produce an effect – the ultra-rich Roosevelt shaking hands with a blue-collar worker.

- (d) In the 1930s the New Deal was used to get the USA out of the Great Depression. 15
Using your own knowledge, explain whether this had been achieved by 1941.
- Target : Analysis of key features (AO6.1)**
- Level 1: EITHER 1-3**
Simple, descriptive narrative of part of the topic
e.g. Some limited description of the New Deal.
- OR**
Simple, generalised statements
e.g. The New Deal provided lots of jobs to help the economy out of the depression.
- Level 2: EITHER 4-8**
Narrative implying analysis
e.g. Answer describes some of the policies of the New Deal.
- OR**
Multifactorial explanation which lacks development
e.g. Several features outlined such as some of the policies of the New Deal and their intended effects.
- OR**
Developed monofactorial answer.
e.g. Detailed analysis of one aspect of the New Deal.
- Level 3: EITHER 9-12**
Developed multifactorial answer
e.g. Several areas developed - such as a balance of the successes of the New Deal with an explanation that in some fundamental respects the Depression was still evident in the USA.
- OR**
A selective and structured account establishing some arguments.
e.g. Answer describes some aspects of the New Deal and how it led to substantial recovery by 1941, even though unemployment was still high.
- Level 4: A balanced, sustained, analytical, multifactorial answer clearly linked to the demands of the question. 13-15**
e.g. In addition to Level 3, clear analysis of the situation in the USA by 1941 with recognition that it was only the Second World War that effectively ended the period of the Depression, including some specific details on the 1939-1941 period.
-

QUESTION 4**Britain, 1926-1951**

- (a) Explain what you can learn from **Source N** about unemployment in Britain in the 1930s. **5**

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

Level 1: Answer that takes information from source. **1-2**
e.g. Unemployment went up from over one million to nearly 3 million.

Level 2: Answer contains basic understanding, and draws a simple inference. **3-4**
e.g. Unemployment was at its worst in 1932 but was nevertheless over 2 million for five consecutive years.

Level 3: Answer develops an understanding based on complex inference from the source. **5**
e.g. As in Level 2, plus the gradual drop in the 1930s was not consistent. After 1937 unemployment actually rose again before falling again in 1939.

- (b) (i) How does the content of Sources O and P differ? 6**
- Target : Comparison of sources to detect differences. (AO6.2)**
- Level 1: Answer selects details from the sources to describe the content. 1-2**
e.g. Source O says that the General Strike was a huge success. Source P says that the strike was called off after a nine-day fiasco.
- Level 2: Answer provides details from sources to make simple comparisons. 3-4**
e.g. Source O says that the Strike was successful, gaining much public support with no violence, whereas Source P states that the strike failed and that the general public was in sympathy with the government.
- Level 3: Answer provides comparison of the sources and explains the differences. 5-6**
e.g. Source O is looking at the General Strike from a local perspective and concentrates on the harmonious relationship between strikers and police. Source P looks at the national picture and concentrates on the relationship between the government and trade unions, and on the threat to public order.

- (b) (ii) Explain possible reasons why these interpretations are different. 10
Use **Source O and P and your own knowledge** to explain your answer

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

Level 1: Comprehension of the sources, accepting the interpretations at face value 1-2
e.g. Source O says the Strike was successful, whereas Source P says it was a fiasco.

Level 2: Simple explanation and description of how the interpretations came about based on attribution or content. 3-5
e.g. The sources have different views because one is written by a Labour MP and the other by a Conservative, and both are biased.

OR

Simple explanation based on own knowledge.

e.g. Source P describes the facts from the Government's point of view (+some own knowledge on this).

Level 3: EITHER 6-8
Developed explanation to evaluate the motive/purpose of the authors
e.g. The author of Source O, a Labour MP, was writing later in 1926, contributing towards a book to be published in the USA. She would wish to present a positive attitude towards the strike, even though it had failed, in order to praise the efforts of British workers. The author of Source P would wish to paint a positive picture in his memoirs as he was partly responsible for government decisions during the Strike, and would wish people to be able to read about the firm actions of the Conservative Government of which he was a part.

OR

Analysis of the content of the sources and use of own knowledge to identify bias and evaluate the interpretations.

e.g. Compares factual information (and tone) in the sources with own knowledge of the period, and reaches a conclusion.

Level 4: Combines both of Level 3 9-10
(If both strands of Level 3 are present, but one is at Level 3 and the other Level 2, give a Level 3 mark).

- (c) How useful is **Source R** to an historian studying the march from Jarrow to London in 1936? **9**
Use **Source R and your own knowledge** to explain your answer.

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

Level 1: EITHER **1-2**
Accepts the content of the source at face value.
e.g. It is useful for showing that there were a lot of marchers from Jarrow.

OR

Generalised or learned response which could apply to any source.

e.g. It is from a photograph taken during the march, so it is accurate in showing what happened.

Level 2: EITHER **3-5**
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 for showing the nature of the march, including the banner.

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 only one photograph, and we are not told where it was taken. For example, there are no on-lookers. (Argument based on reliability)

e.g. It is of limited use because the photograph is biased. It was taken to show that there were a lot of men who were determined in spite of the poor weather. (Argument based on bias)

(Use 5th mark for answers which attempt several aspects – usefulness, limitations, knowledge – but at undeveloped level)

Level 3: Develops an argument about the usefulness/limitations of the source using the source and/or own knowledge. **6-7**
e.g. The source is of use for showing how the march was portrayed in the media. The propaganda element is clearly captured in the photo. The aim was to influence readers by showing the cloth-capped workers going on a crusade (not just a march!). On the other hand the photo only captures one moment of the long march, and we cannot see any reactions from the general public.

Level 4: Develops arguments about the usefulness/ limitations of the source using the source AND own knowledge. **8-9**
e.g. As Level 3 + uses own knowledge to substantiate arguments of utility and limitations.

- (d) **Using your own knowledge**, explain how far the Welfare State was extended in the years 1945 to 1951. **15**

Target: Analysis of key features (AO6.1)

- Level 1: EITHER** **1-3**
Simple, descriptive narrative of part of the topic
 e.g. The Labour Government passed laws that gave free medicine, etc.
- OR**
Simple, generalised statements
 e.g. Labour Governments changed Britain from the Depression of the 1930s to a modern Welfare State.
- Level 2: EITHER** **4-8**
Narrative implying analysis
 e.g. An outline description of main government legislation such National Health Service, National Insurance Act, National Assistance Board.
- OR**
Multifactorial explanation which lacks development
 e.g. Several factors outlined such as health and insurance, and probably linking them with Beveridge Report.
- OR**
Developed monofactorial answer.
 e.g. Detailed analysis of significance of National Health Act.
- Level 3: EITHER** **9-12**
Developed multifactorial answer
 e.g. Several aspects are developed to explain how Labour Governments extended the Welfare State.
- OR**
A selective and structured account establishing some arguments.
 e.g. Answer provides a detailed account of government actions with some conclusions reached.
- Level 4: A balanced, sustained, analytical, multicausal answer clearly linked to the demands of the question.** **13-15**
 e.g. In addition to Level 3, answer focuses on issue of extent of change, by comparing what had existed before with the new policies introduced. Answers could also highlight the limitations of the achievements by 1951.

SECTION B

QUESTION 5

Russia, 1914-1924

- (a) What does **Source A** tell us about living and working conditions in Russian cities in the early twentieth century? **3**

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

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

e.g. conditions for workers were terrible; 40% of houses lacked basic sanitation; working hours were long; pay was very low; there was poor safety.

Count any explanation or inference as an extra point.

e.g. Comment on how conditions were probably getting worse because of the rapidly growing size of Russian cities.

- (b) Describe the system of government under Tsar Nicholas II in the early twentieth century. **5**

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

Level 1: Basic description **1**
e.g. The Tsar was all-powerful.

Level 2: EITHER **2-4**
Detailed description of limited aspects
e.g. Detailed description of autocratic government and powers of Nicholas II in controlling the government.

OR

Limited description of wider range of aspects.

e.g. Outline description of the Tsar's powers over government, the police, the Church, the army, etc.

Level 3: Detailed description of several aspects **5**
e.g. Detailed description of several items mentioned in Level 2.

- (c) Using **Source B and your own knowledge**, explain how the First World War affected Russia under Tsar Nicholas II. 7

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

Level 1: Use of source OR own knowledge to state basic changes 1-2
e.g. The government was in chaos, and there were shortages with the army and in the towns.

Level 2: Developed monoconsequential answer, using source and/or own knowledge. 3-5
e.g. Answer explains how the war caused tremendous economic and social problems in Russian cities with high inflation and chronic shortages of food and fuel, resulting in near-starvation and great anger about the war.

OR

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

Answer may refer e.g. to the effects of the war on Russian cities; the fact that Alexandra was left in charge in Petrograd – a German wife under the influence of Rasputin; and the effect on the Tsar’s reputation after he made himself Commander-in-Chief of the army.

Level 3: Developed multiconsequential answer, using source and own knowledge. 6-7
e.g. Explains several factors (as in Level 2).

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

- (d) The Provisional Government took over in February/March 1917, but ruled Russia for only eight months,
Why did the Provisional Government last for only this short period of time? **15**

Target : Causation (AO6.1)

Level 1: EITHER 1-3

Simple, descriptive narrative with general coverage of the topic.

e.g. The Provisional Government took over in March 1917, and tried to solve Russia's problems, but it lost power in October/November 1917.

OR

Simple, generalised statements of causation.

e.g. The Provisional Government failed to solve the major problems that it inherited, such as the war.

Level 2: EITHER 4-8

Narrative implying analysis of causation.

e.g. Description/narrative of the main events of the Provisional Government with implications of why it failed.

OR

Multicausal answer which lacks development.

e.g. Answer mentions some of the basic problems, such as the war, the economy, the power-sharing with the Soviets, the peasants grabbing land, the activities of the Bolsheviks, the Kornilov revolt, etc.

OR

Developed monocausal answer.

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

Level 3: Developed multicausal answer. 9-12

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 about the reasons for the Provisional Government lasting for only eight months.

Level 4: A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question. 13-15

e.g. Answer argues that one reason was more important than the others; or answer links reasons together; or that the collapse of the Provisional Government in October/November 1917 was not inevitable.

- (e) How much did Lenin achieve in Russia between seizing power in October/November 1917 and his death in January 1924? **15**

Target : Analysis of key features (AO6.1)

- Level 1: EITHER** **1-3**
Simple, descriptive narrative with general coverage of the topic.
e.g. Lenin fought the Civil War against the Whites.

OR

Simple, generalised statements of key features

e.g. Lenin established control over the whole country and established Communist rule.

- Level 2: EITHER** **4-8**
Narrative implying analysis of key features
e.g. Description of how Civil War was won and/or how the economy was tackled with War Communism and then NEP, and/or decrees imposing Communist principles on the country.

OR

Multifactorial answer which lacks development.

e.g. How Communist principles were imposed, the economy tackled, the Church abolished, political enemies defeated – in outline.

OR

Developed monofactorial answer.

e.g. Detailed on one aspect such as explaining the victory of the Reds over the Whites in the Civil War.

- Level 3: Developed multifactorial answer** **9-12**
e.g. Details on items listed in Level 2.

OR

A selective and structured account establishing some arguments.

e.g. Detailed narrative and description of events, leading to some conclusions about the extent of Lenin's achievements.

- Level 4: A balanced, sustained, analytical multifactorial answer clearly linked to the demands of the question.** **13-15**
e.g. In addition to Level 3, answer produces detailed balanced answer; or tries to assess extent of success in relation to the scale of the problems encountered.

QUESTION 6

The Weimar Republic, 1919-1933

- (a) What does **Source C** tell us about German hatred of the Treaty of Versailles? **3**

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

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

3

e.g. Many Germans felt humiliated; they wanted revenge; they hated reparations; they blamed the new government.

Count any explanation or inference as an extra point.

e.g. The new government signed the hated Treaty on behalf of the German people.

- (b)** Describe the development of the Nazi Party in the years 1919 to 1923. **5**
- Target: Description of key features and characteristics. (AO6.1)**
- Level 1: Basic description** **1**
e.g. Hitler was one of the first people to join this party.
- Level 2: EITHER** **2-4**
Detailed description of limited aspects
e.g. Detailed description of how the Nazis were formed by Drexler and how Hitler joined as one of the early members and became its leader.
e.g. Details on Munich Putsch of 1923.
- OR**
Limited description of wider range of aspects.
e.g. Answer mentions some of the following: the origins; the Twenty-Five Points; forming of the SA ; based in Munich; saw crises of 1923 as providing opportunities for Nazis.
- Level 3: Detailed description of several aspects** **5**
e.g. As in Level 2.

- (c) Using **Source D and your own knowledge**, explain how hyperinflation in 1923 affected Germany and its people. 7

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

Level 1: Use of source OR own knowledge to provide basic reasons. 1-2
e.g. Using the source, many Germans were ruined, though some made vast profits. Many lost faith in their new government.

Level 2: Developed monoconsequential answer, using source and/or own knowledge. 3-5
e.g. Answers explain in detail how ordinary Germans were ruined by the effects of hyperinflation – losing savings, wages becoming worthless, rushing out to buy goods before prices increased further.

OR

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

e.g. Answer mentions, in outline, several effects – e.g. loss of savings, wages losing real value, pensions losing value; some Germans gaining (e.g. those with debt); problems for German government.

Level 3: Developed multiconsequential answer, using source and own knowledge. 6-7
e.g. Answer explains several reasons – using source and own knowledge - as in list in Level 2 above.

Answer **either** part (d) **or** part (e). **15**

- (d) How far did the Weimar Republic under Stresemann solve the problems it faced within Germany in the years 1924 to 1929?

Target : Key features and characteristics (AO6.1)

Level 1: EITHER **1-3**
Simple, descriptive narrative with general coverage of the topic.
e.g. Some narrative on how Stresemann stabilised the currency.

OR

Simple, generalised statements

e.g. Stresemann created German confidence after their loss in pride in the First World War and the years following.

Level 2: EITHER **4-8**
Narrative implying analysis
e.g. Answer describes some of changes concerning the currency, loans and the recovery of industry and agriculture.

OR

Multifactorial answer which lacks development.

e.g. Answer which covers several areas in outline, suggesting substantial recovery.

OR

Developed monofactorial answer

e.g. Answer develops one aspect such as economy, industry, agriculture, or the development of a more confident and affluent society, reflected in the arts and culture.

Level 3: Developed multifactorial answer **9-12**
e.g. Items in list above developed.

OR

A selective and structured account establishing some arguments.

e.g. Fairly detailed description of events and situations in 1924-1929, leading to some conclusions about the degree of recovery.

Level 4: A balanced, sustained, analytical multiconsequential answer clearly linked to the demands of the question. **13-15**
e.g. In addition to Level 3, answer clearly emphasizes the degree of recovery, probably explaining the extent to which continued affluence was dependent on US loans. This needs to contain more than basic assertion for Level 4.

- (e) Was the Nazi use of threats and violence the main reason why Hitler became Chancellor of Germany in January 1933? Explain your answer. **15**

Target : Causation (AO6.1)

Level 1: EITHER 1-3

Simple, descriptive narrative with general coverage of the topic.

e.g. Use of threats and violence with the SA helped to increase the Nazi vote until the Nazis became the largest party.

OR

Simple, generalised statements of causation.

e.g. The Nazis benefited from the consequences of the Wall Street Crash and rapidly rising unemployment

Level 2: EITHER 4-8

Narrative implying analysis of causation.

e.g. Outline description/narrative of the situation in Germany 1929-1932 which led to Hitler becoming Chancellor in January 1933.

OR

Multicausal answer which lacks development.

e.g. Answer mentions some reasons, such as the consequences of the Wall Street Crash, Hitler's criticism of the Treaty of Versailles, Jews and Communists, the weakness of the structure of the Weimar constitution, the frailty of Hindenburg.

OR

Developed monocausal answer.

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

Level 3: Developed multicausal answer. 9-12

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 about the reasons for Hitler becoming Chancellor.

Level 4: A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question. 13-15

e.g. Answer argues that one reason was more important than the others; or answer links reasons together; or that Hitler becoming Chancellor was not inevitable

QUESTION 7

The USA in the 1920s

- (a) What does **Source E** tell us about the popularity of the cinema in the USA in the 1920s? **3**

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

e.g. Over 100 million went each week; 100s of films produced each year; huge queues to see embalmed body of Valentino.

Count any explanation or inference as an extra point.

e.g. Movie-going was a very popular activity.

- (b)** Describe the beliefs and activities of the Ku Klux Klan in the 1920s. **5**
- Target : Description of key features and characteristics. (AO6.1)**
- Level 1: Basic description** **1**
 e.g. The KKK believed that the white race was the supreme race.
- Level 2: EITHER** **2-4**
 Detailed description of limited aspects
 e.g. Detailed description of the activities of the KKK with marches, hoods, race-hatred speeches and lynchings.
 e.g. Detailed description of their beliefs.
- OR**
- Limited description of wider range of aspects.
 e.g. Outline description of their beliefs and some of their activities.
- Level 3: Detailed description of several aspects** **5**
 e.g. Details on both beliefs and activities.

- (c) Using **Source F and your own knowledge**, explain why the policy of Prohibition in the USA was seen as a failure by the end of the 1920s. 7

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. 1-2
e.g. (from source) Many people ignoring the law; many making illegal profits through crime.

Level 2: Developed monocausal answer, using source and/or own knowledge. 3-5
e.g. Answer provides details on gangsterism including names/events.

OR

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

e.g. Several reasons in outline – gangsters as a result of prohibition; many breaking the law; police ineffectual; crime increasing.

Level 3: Developed multicausal answer, using source and own knowledge. 6-7
e.g. More details on Level 2 answer.

Answer **either** part (d) **or** part (e). **15**

- (d) How far was the boom in the stock market the main reason for the widespread prosperity among many Americans in the 1920s? Explain your answer.

Target : Causation (AO6.1)

Level 1: EITHER **1-3**

Simple, descriptive narrative with general coverage of the topic.

e.g. Some description of the stock market in the USA in the 1920s.

OR

Simple, generalised statements of causation.

e.g. The stock market made many Americans rich because the prices went up and up until 1929.

Level 2: EITHER **4-8**

Narrative implying analysis of causation

e.g. Some description of the successes of the American economy in the 1920s, implying causes of prosperity.

OR

Multicausal answer which lacks development.

e.g. Several factors mentioned – such as stock market, mass production, hire purchase, effects of tariff policy.

OR

Developed monocausal answer.

e.g. Answer examines details of one aspect of the above.

Level 3: Developed multicausal answer **9-12**

e.g. Developed arguments relating to several causes (above).

OR

A selective and structured account establishing some arguments.

e.g. Answer which explains with relevant details several factors and reaches suitable conclusions about the importance of the stock market.

Level 4: A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question. **13-15**

e.g. In addition to Level 3, answer clearly differentiates between stock market and other reasons; or sees inter-relationships.

NB Answers that feature groups of Americans that did **not** prosper should be given minimal credit – unless the argument is that prosperity depended partly on what the poor did for society as a whole.

- (e) How far was over-production the main cause of the Great Depression in the USA? 15
Explain your answer.
- Target : Causation (AO6.1)**
- Level 1: EITHER 1-3**
Simple, descriptive narrative with general coverage of the topic.
e.g. Some description of over-production, with automation, etc.
- OR**
Simple, generalised statements of causation
e.g. The Great Depression was partly caused by over-production. By the late 1920s there was an insufficient market for the goods produced.
- Level 2: EITHER 4-8**
Narrative implying analysis of causation
e.g. Some description/narrative of developments in the 1920s, such as over-production, lack of credit control, unequal distribution of wealth, etc.
- OR**
Multicausal answer which lacks development.
e.g. Answer mentions several causes of Depression, but in outline.
- OR**
Developed monocausal answer.
e.g. Detailed argument based on over-production.
- Level 3: Developed multicausal answer 9-12**
e.g. Developed answer on several aspects, as in Level 2, with reasons explained.
- OR**
A selective and structured account establishing some arguments.
e.g. More descriptive/narrative approach but with some arguments established, and reaching a conclusion about the main cause.
- Level 4: A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question. 13-15**
e.g. In addition to Level 3, clear analysis of the issue, perhaps developing the inter-relatedness of the causes.

NB – This question is **not** concerned with the effects of the Depression.

QUESTION 8

Britain, 1905-1939

- (a) What does **Source G** tell us about how the Budget of 1909 affected rich people? **3**

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

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

3

e.g. The super-tax was on the rich; taxes in motor cars according to the engine size; taxes on land.

Count any explanation or inference as an extra point.

e.g. The government taxed those things that the rich had but the poor didn't have.

- (b) Describe how the crisis over Lloyd George’s Budget of 1909 led to the passing of the Parliament Act of 1911. **5**

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

Level 1: Basic description **1**
e.g. The Liberal Government used the crisis to pass the Parliament Act of 1911.

Level 2: EITHER **2-4**
Detailed description of limited aspects
e.g. Detailed description of how the Liberal government called two General Elections in 1910 to get support for the government’s measures.

OR

Limited description of wider range of aspects.

e.g. Mention of the rejection of the 1909 Budget, the elections of 1910, the pressure on the House of Lords to give in, the threat to create new peers, the House of Lords losing much of its power.

Level 3: Detailed description of several aspects **5**
e.g. Details on several aspects (as in Level 2).

- (c) Using **Source H and your own knowledge**, explain why women over thirty were given the right to vote in 1918. 7

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 causes. 1-2
 e.g. Women worked hard in essential industries, and this gained women much respect.

Level 2: Developed monocausal answer, using source and/or own knowledge. 3-5
 e.g. Detailed explanation relating to the work undertaken by women in the First World War.

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

e.g. Answer that mentions the progress towards women getting the vote before 1914 as well as their activities during the war.

Level 3: Developed multicausal answer, using source and own knowledge. 6-7
 e.g. Answer develops causes relating to pre-1914 as well as 1914-1918.

Answer **either** part (d) **or** part (e). **15**

(d) Why was there a General Strike in May 1926?

Target : Causation (AO6.1)

Level 1: EITHER **1-3**

Simple, descriptive narrative with general coverage of the topic.

e.g. Description of immediate events leading to May 1926.

OR

Simple, generalised statements of causation

e.g. The miners refused to accept lower wages.

Level 2: EITHER **4-8**

Narrative implying causation.

e.g. Description of events after the First World War in the coal industry, with only hints of causation.

OR

Multicausal answer which lacks development.

Answer mentions several reasons, but without detail e.g. on post-war problems, events of early 1920s, attitude of Conservative government, attitude of unions.

OR

Developed monocausal answer.

Detailed answer on one aspect such as level of wages in relation to cost of living.

Level 3: Developed multicausal answer. **9-12**

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

OR

A selective and structured account establishing some arguments.

e.g. An account of events post-1918, which provides some reasons within a narrative framework..

Level 4: A balanced, sustained, analytical multicausal answer clearly linked to the demands of the question. **13-15**

e.g. In addition to Level 3, answer highlights inter-relationships, or an understanding of the level of determination on both sides to have a show-down without fully appreciating the possible consequences.

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- (e) How far did British governments succeed in dealing with economic problems in the 1930s? **15**
- Target : Analysis of extent of change (AO6.1)**
- Level 1: EITHER 1-3**
Simple, descriptive narrative with general coverage of the topic.
e.g. Government tried to find jobs for the unemployed.
- OR**
Simple, generalised statements of extent of change.
e.g. Unemployment remained high in the 1930s, suggesting that governments were not very successful.
- Level 2: EITHER 4-8**
Narrative implying extent of change.
e.g. Some description of the poverty that afflicted many areas of Britain in the 1930s, with little improvement being experienced.
- OR**
Multifactorial answer which lacks development.
e.g. Answer mentions various points, such as unemployment continuing, but government trying to improve the situation with the Means Test, Special Areas Act, etc, - but with few details.
- OR**
Developed monofactorial answer.
e.g. Answer explains one factor in detail.
- Level 3: Developed multifactorial answer. 9-12**
e.g. Answer explains several factors, such as dole money and the Means Test, other Acts of Parliament, development of new industries in Midlands and parts of the South, etc.
- OR**
A selective and structured account establishing some arguments.
e.g. More descriptive approach of what governments tried to do, with some analysis of degree of success.
- Level 4: A balanced, sustained, analytical multifactorial answer clearly linked to the demands of the question. 13-15**
e.g. In addition to Level 3, answer explicitly highlights “how far” and argues about extent of success.
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