



General Certificate of Secondary Education

History 3042/3047 *Specification B*

Paper 2

Mark Scheme

2006 examination – June series

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

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

GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION B

A: INTRODUCTION

- **Consistency of Marking**

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

- **The Assessment Objectives**

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

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

- **Levels of Response Marking Schemes**

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

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

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

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

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

- **Identification of Levels of Response**

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

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

- **Placing an answer within a Level**

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

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

- **What is a sustained response?**

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

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

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

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

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

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

Note about Indicative Content.

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

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

- **Some things to remember**

Mark positively at all times.

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

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

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

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

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

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

Do not use half marks.

D: QUALITY OF WRITTEN COMMUNICATION SKILLS

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

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

E: SOME PRACTICAL POINTS

- **Answers in note form**

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

- **Diagrams, etc**

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

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

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

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

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

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

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

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

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

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

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions in 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: Russia, 1914–1921

- (a) Explain what you can learn from **Source A** about Tsar Nicholas II in 1915. 5
- Target: Comprehension and inference from a source (AO6.2)**
- Level 1: Answer that takes information from source** 1-2
e.g. the Tsar is on horseback; the troops are kneeling in front of him.
- Level 2: Answer that contains basic understanding, and draws a simple inference** 3-4
e.g. the Tsar is greatly respected; he is dressed as a soldier and is shown to be in command of his troops.
The Tsar is holding a religious icon, showing that he is asking God to help the troops in battle.
- Level 3: Answer that develops an understanding based on complex inference from the source** 5
e.g. the Tsar holding the icon and blessing his troops shows that the Tsar is acting as God's representative on earth, and shows the religious dimension to his autocratic power.
- (b) How does the content of **Sources B** and **C** differ? 6
- Target: Comparison of sources to detect similarities and differences (AO6.2)**
- Level 1: Answer selects details from the sources to describe the content** 1-2
e.g. Source B says that half the industrial workers were on strike and held meetings. Source C says that the city is in chaos with shooting in the streets.
- OR**
Answer comments on the provenance
e.g. Source B is written by Trotsky, an enemy of the Tsar's government, whereas Source C is written by a government leader.
- Level 2: Answer provides detail from sources to make simple comparisons** 3-5
e.g. source B emphasises the strikes, the meetings and the processions. The situation is portrayed as being calm and peaceful. On the other hand, the description in Source C talks of chaos, disorganisation, shooting on the streets, and a Government losing control.
- Level 3: Answer provides comparison of the sources and explains the differences** 6
e.g. in addition to level 2, the answer explains that Source B is a sympathetic description, whereas Source C is a panic-driven plea for action.

- (c) How useful is **Source C** for studying the situation in Petrograd in the days before the February/March 1917 Revolution? 9
Use **Source C 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 because it describes the chaos in the city.
- OR**
Generalised or learned response which could apply to any source.
e.g. it is from a description written at 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 the desperation of the Government at the developing situation with the Tsar away at the Front. (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 written by Rodzianko who was scared of what was happening in Petrograd. (Undeveloped argument based on situation).
e.g. the source is useful because it is reliable (followed by own knowledge which shows the accuracy of the content). (Argument based on reliability).
- N.B.** use 5th mark for answers that make an attempt at 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 because it shows how Rodzianko wrote to the Tsar with the intention of persuading him to return to the capital. The language is designed to convey urgency, with short phrases and sentences building up a picture of chaos. (Developed 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, but with more explicit use of own knowledge.
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- (d) Do you agree with the interpretation given in **Source D** about the popularity of the Bolsheviks just before the October/November Revolution of 1917? **10**
Use **Source D and your own knowledge** to explain your answer.

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

Level 1: Comprehension of the source, accepting the interpretation at face value **1-2**
e.g. yes, because the source says that the Bolsheviks had a lot of support.

Level 2: EITHER **3-5**
Simple explanation/description of how the interpretation came about based on the attribution or content
e.g. no – because the source was published in Moscow and will therefore be biased in favour of the Bolsheviks and will exaggerate their strength.

OR

Simple explanation based on own knowledge

e.g. yes – the interpretation is true, because the Bolsheviks were gaining a lot of support in 1917 in the Soviets; the Provisional Government was becoming more unpopular because it kept Russia in the war and did not give land to the peasants.

Level 3: EITHER **6-8**
Developed explanation to evaluate the motive/purpose of the author
e.g. the source was published in the USSR during the Cold War. It would have been written to show that the Communist government had come to power in 1917 because of substantial popularity. It would therefore exaggerate the degree of support that the Bolsheviks enjoyed prior to the seizure of power. Therefore, I disagree with the interpretation.

OR

Analysis of the content of the source and using own knowledge to evaluate the interpretation

e.g. no, the interpretation is very selective in its choice of evidence, and exaggerates the extent to which the Bolsheviks were gaining support during 1917. Helped by Lenin's return from Switzerland and their role in Kornilov's revolt, they did gain more support, especially among the Soviets, but amongst citizens as a whole the Bolsheviks only had the support of a small minority.

Level 4: Combines both aspects of level 3 **9-10**

NB if both strands are attempted, but only one is at level 3 standard, give a level 3 mark.

- (e) **Use your own knowledge** to explain why the Bolsheviks were able to win the Civil War, 1918–1921. **15**
- Target: Causation (AO6.1)**
- Level 1: EITHER **1-3****
Simple, descriptive narrative of part 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.
- Level 2: EITHER **4-8****
Narrative implying analysis of causation
e.g. description of some events of the Civil War without explicit statements of causation.
- OR**
Multi-causal explanation which lacks development
e.g. answer mentions equipment and leadership of Red Army under Trotsky; advantages of internal communications for Reds; internal divisions within Whites; death of Romanovs removing one motive of the Whites; ineffectiveness of foreign intervention; apparent patriotism of Reds.
- OR**
Developed mono-causal answer
e.g. developed answer on one aspect, such as organisation and leadership of the Red Army.
- Level 3: EITHER **9-12****
Developed multi-causal 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 provides detailed narrative and description of events, leading to some conclusions relating to reasons for success of the Reds.
- Level 4: **13-15****
A sustained, analytical, multi-causal answer clearly linked to the demands of the question
e.g. in addition to Level 3, the answer argues that one reason was more important than the others; or the answer links reasons together.
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QUESTION 2: The Weimar Republic, 1919–1933

- (a) Explain what you can learn from **Source E** about the Spartacist uprising in Berlin in early 1919. **5**

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

Level 1: Answer that takes information from source **1-2**
e.g. the Spartacists have guns and are defending their position.

Level 2: Answer contains basic understanding, and draws a simple inference **3-4**
e.g. the Spartacists have taken up a defensive position. They seem reasonably well supplied with guns, and are expecting to be attacked from both directions.

Level 3: Answer develops an understanding based on complex inference from the source **5**
e.g. in addition to Level 2, the Spartacists have both military and civilian support, as some are in uniform and some are just wearing ordinary jackets and cloth caps. However, the photograph does suggest that the defence is rather ad hoc.

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

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

Level 1: Answer selects details from the sources to describe the content **1-2**
e.g. Source F states that the SA was made up mostly of ex-soldiers. Source G states that it was set up for gymnastics and sports.

OR

Answer comments on the provenance

e.g. Source F is from a recent secondary source. Source G is different because it was written at the time.

Level 2: Answer provides details from sources to make simple comparisons **3-5**
e.g. Source F explains that the SA appealed to men who felt betrayed by the Weimar Government, whereas Source G says that the SA appealed to young people wanting gymnastics and sports. According to Source F, the SA would have a disruptive influence at other political parties' meetings, whereas Source G says its purpose was to build up support for the propaganda activities of the party.

Level 3: Answer provides comparison of the sources and explains the differences **6**
e.g. in addition to Level 2, the recognition that Source G is in itself propaganda, whereas Source F recognises the real purposes of the SA as opposed to the methods used to attract support from young Germans.

- (c) How useful is **Source G** for learning about the development of the Nazi Party in the 1920s? **9**
Use **Source G 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 that the Nazi Party was building up support with the help of the SA.
- OR**
Generalised or learned response which could apply to any source
e.g. it was written at the time and so will be reliable.
- 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 us that the Nazis had an early emphasis on fitness and youth. (Simple comments 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 comes from a Nazi newspaper, and so it will be biased in how it describes the development of the Nazi Party. (Simple argument based on bias).
e.g. it is of limited use because I know that the Nazi Party created the SA as an organised band of thugs, etc. (Simple argument based on own knowledge).
- NB** – Use 5th mark for answers that make attempt at 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. it is useful for showing how the Nazis portrayed the Party's priorities when it was being created. The Nazis wanted to create an image of strength, loyalty and obedience, but within the law. Reality was somewhat different, as shown for example in the events of the Munich Putsch. (Developed 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, plus developed argument about limitations using own knowledge about realities of the SA and its activities, and the way in which the Nazis operated.
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- (d) Do you agree with the interpretation given in **Source H** about the effect of reparations on the Weimar Republic? **10**
Use **Source H and your own knowledge** to explain your answer.
- Target: Analysis and evaluation of an interpretation (AO6.3) in context (AO6.1)**
- Level 1: Comprehension of the source, accepting the interpretation at face value** **1-2**
e.g. reparations had a shattering effect on the German economy.
- Level 2: EITHER** **3-5**
Simple explanation/description of how the interpretation came about based on the attribution or content
e.g. Source H is from a German journalist, writing over 50 years afterwards. He will remember the bad things about life after the First World War when he was a young journalist.
- OR**
Simple explanation based on own knowledge
e.g. I agree, because I know that the reparations payments had a very bad effect on the German economy. This included hyperinflation which reached its peak in 1923.
- Level 3: EITHER** **6-8**
Developed explanation to evaluate the motive/purpose of the author
e.g. Source H is taken from an account written over half a century after the event. Larsen will probably have published this in order to explain how the extreme difficulties faced by the Weimar Republic caused much resentment and hatred, in order to explain and justify how a tyrant such as Hitler was able to come to power in the 1930s.
- OR**
Analysis of the content of the source and using own knowledge to evaluate the interpretation
e.g. the author exaggerates the effects of reparations, influenced by how far things went wrong in the 1930s. Through the Dawes Plan and the Young Plan, reparations payments were under control, and the German economy appeared to be thriving until the Wall Street Crash. The author is using hindsight.
- Level 4: Combines both aspects of level 3.** **9-10**
- NB** if both strands are attempted, but only one is at level 3 standard, give a level 3 mark.
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- (e) **Use your own knowledge** to explain how far the Depression starting in 1929 helped Hitler to become Chancellor in January 1933. **15**
- Target: Causation (AO6.1)**
- Level 1: EITHER** **1-3**
Simple, descriptive narrative of part of the topic
e.g. the Depression led to lots of people losing their jobs.
- OR**
Simple, generalised statements of causation
e.g. the Depression led to more discontent in Germany and this helped the Nazi Party.
- 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 of Germany in 1933.
- OR**
Multi-causal explanation which lacks development
e.g. answer mentions some reasons, such as the consequences of the Wall Street Crash, Hitler’s criticisms of the Treaty of Versailles, Jews and Communists, the weakness of the Weimar constitution, the ageing of Hindenburg.
- OR**
Developed mono-causal answer
e.g. developed answer on one aspect, such as the effects of the Depression in the early 1930s.
- Level 3: EITHER** **9-12**
Developed multi-causal 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 provides detailed narrative, including the roles of Von Papen and Von Schleicher, which led to Hindenburg inviting Hitler to be Chancellor.
- Level 4: A sustained, analytical, multi-causal answer clearly linked to the demands of the question** **13-15**
e.g. in addition to Level 3, the answer provides a reasoned argument about whether one reason was more important than the others; or that Hitler becoming Chancellor was not inevitable.
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QUESTION 3: Depression and New Deal, 1929–1941

- (a) Explain what you can learn from **Source J** about the effects of the Depression in New York in 1932. **5**

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

Level 1: Answer that takes information from source **1-2**
e.g. some people are street-sellers of apples.

Level 2: Answer contains basic understanding, and draws a simple inference **3-4**
e.g. some people can still afford cars and are smartly dressed, whilst others are reduced to selling apples.

Level 3: Answer develops an understanding based on complex inference from the source **5**
e.g. in addition to Level 2, the picture shows the extremes of wealth and poverty that existed even in a wealthy area of New York during the Depression.

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

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

Level 1: Answer selects details from the sources to describe the content **1-2**
e.g. Source K says that the government is responsible for the welfare of its people. Source L says the New Deal is making people poorer.

OR

Answer comments on the provenance

e.g. Source K supports the New Deal; Source L is written by someone who wrote a book at the time of the 1930s criticising the New Deal.

Level 2: Answer provides details from sources to make simple comparisons **3-5**
e.g. whereas Source K says that the poor can expect, as a right, to get help from the government, Source L says that the New Deal is doing too much for people by looking after them and not encouraging them to save for themselves.

Level 3: Answer provides comparison of the sources and explains the differences **6**
e.g. in addition to Level 2, Source K argues for an increase in the role and responsibility of government, whereas Source L argues that government is destroying the independence of action of its people by providing welfare.

- (c) How useful is **Source L** for studying attitudes towards the New Deal? **9**
Use **Source L 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 telling us about the New Deal doing too much for the American people.
- OR**
Generalised or learned response which could apply to any source
e.g. Source L is useful because it is from a book on the subject of the New Deal, written at the time.
- Level 2: EITHER** **3-5**
Simple comments based 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 the arguments used to criticise the motives of the New Deal. (Simple 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 only criticises the New Deal from the point of view of the Republican Party. (Simple argument based on bias).
e.g. it is not useful because it only reflects criticisms and many people supported the New Deal (and outlines evidence for support).
- NB** use 5th mark for answers that 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. it is intended to be extremely biased, as seen in the book’s emotive title. It exaggerates America’s past traditions of laissez-faire for its own purpose. (Developed argument based on purpose and using knowledge).
- Level 4: Develops arguments about the usefulness/limitations of the source using the source AND own knowledge** **8-9**
e.g. extending level 3 by including more on usefulness, linking the arguments in the source to knowledge of criticisms of the New Deal by Republican politicians.
-

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- (d) Do you agree with the interpretation given in **Source M** that President Hoover failed totally to overcome the Depression? **10**
Use **Source M and your own knowledge** to explain your answer.
- Target: Analysis and evaluation of an interpretation (AO6.3) in context (AO6.1)**
- Level 1: Comprehension of the source, accepting the interpretation at face value** **1-2**
e.g. yes, Hoover failed but criticised the people for blaming his Republican Party.
- Level 2: EITHER** **3-5**
Simple explanation/description of how the interpretation came about based on the attribution or content
e.g. no, because the source was written by a Democrat supporter who would wish to praise Roosevelt and therefore criticise Hoover.
- OR**
Simple explanation based on own knowledge
e.g. yes, because Hoover failed to deal with the growing unemployment and failed to restore confidence in the US economy.
- Level 3: EITHER** **6-8**
Developed explanation to evaluate the motive/purpose of the author
e.g. the author is writing specifically to denigrate Hoover. As a speechwriter for Roosevelt, he would have been used to criticising Hoover and the Republicans, and after the death of Roosevelt he would want to protect his former master's reputation as the engineer of economic recovery. Therefore, the source is grossly exaggerated.
- OR**
Analysis of the content of the source and using own knowledge to evaluate the interpretation
e.g. the language of the source betrays its bias. The opening short sentence is an exaggeration. The use of the word "coldly" suggests an uncaring attitude. Then the writer employs an element of sarcasm in order to continue the anti-Republican rhetoric. This provides evidence for the source to be unreliable in its portrayal. This links with my knowledge that Hoover did try – even though he failed to gain the confidence of much of American business.
NB some answers may concentrate, using own knowledge, on what Hoover did achieve in the period.
- Level 4: Combines both aspects of level 3** **9-10**
NB if both strands are attempted, but only one is level 3 standard, give a level 3 mark.
-

- (e) **Use your own knowledge** to explain how successful the New Deal was in achieving the economic recovery of the USA. **15**
- Target: Analysis of extent of success (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 of extent of success
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 of extent of success
e.g. answer describes some of the policies of the New Deal.
- OR**
Multi-factorial explanation which lacks development
e.g. several arguments outlined, such as how the New Deal helped different groups of people.
- OR**
Developed mono-factorial answer on extent of success
e.g. developed answer on one aspect, such as detailed analysis of one aspect of the New Deal, such as TVA.
- Level 3: EITHER **9-12****
Developed multi-factorial answer on extent of success
e.g. several points are developed, for example balancing successes of some aspects with continuing high unemployment in the 1930s.
- OR**
A selective and structured account establishing some arguments
e.g. answer describes some aspects of the New Deal and argues whether the policies helped towards economic recovery.
- Level 4: **A sustained, analytical, multi-factorial answer clearly linked to the demands of the question **13-15******
e.g. in addition to Level 3, the answer argues that the New Deal on its own provided much relief and gave confidence, but was limited in its contribution towards economic recovery, which came much more from the stimulus of World War Two.
-

QUESTION 4 : Britain, 1906–1926

- (a) Explain what you can learn from **Source N** about food deliveries in Britain during the General Strike of May 1926. **5**

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

- Level 1: Answer that takes information from source** **1-2**
 e.g. food lorries are leaving London Docks and there are lots of people watching. There is an army vehicle at the front.
- Level 2: Answer contains basic understanding, and draws a simple inference** **3-4**
 e.g. the convoy is being protected by the army, and it is obviously a big event. It implies that the food had to be protected from the docks to its destination.
- Level 3: Answer develops an understanding based on complex inference from the source** **5**
 e.g. food deliveries must have been a big concern, as so many people are watching to see what was happening. They do not appear to be reacting (e.g. cheering) – just standing there – which could suggest opposition.

- (b) How does the content of **Sources O and P** differ? **6**

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

- Level 1: Answer selects details from the sources to describe the content** **1-2**
 e.g. Source O says that the British system of government was being attacked. Source P says that the TUC was not challenging Britain's government.
- OR**
Answer comments on provenance
 e.g. the sources are designed to present different points of view, for and against the government.
- Level 2: Answer provides details from sources to make simple comparisons** **3-5**
 e.g. Source O says that the General Strike is threatening the Government, whereas Source P argues that the strikers do not intend to undermine Parliament. Source O seeks the support of the people against the strikers, whereas Source P states that the TUC is not fighting the British community.
- Level 3: Answer provides comparison of the sources and explains the differences** **6**
 e.g. in addition to Level 2, Source O portrays the strike as a dispute that threatens British democracy, whereas Source P sees the events in a social context, with the dispute involving mineworkers and mineowners, and being essentially about living standards.

- (c) How useful is **Source P** for studying the aims of the TUC during the General Strike? 9
Use **Source P 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 states that the dispute is between the mineowners and the mineworkers.
- OR**
Generalised or learned response which could apply to any source
e.g. the source was written at the time and will therefore show an understanding of the issues involved.
- Level 2: EITHER** 3-5
Simple comments based 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 explaining the issues from the point of view of the TUC, etc. (simple 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. the source is clearly biased because it is published by the TUC during the strike. It will be presenting one side of the conflict only. Therefore it is of limited use. (Simple argument based on bias/provenance).
- NB** use 5th mark for answers that 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 of use for seeing the arguments used by the TUC to counteract the calls for patriotism by the government. It is written from a specific standpoint to promote a defence of the strikers and the TUC. (Developed 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. in addition to Level 3, the answer uses own knowledge about the causes of the General Strike to evaluate the validity of the arguments given in the source.
-

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- (d) Do you agree with the interpretation given in **Source R** about the reasons for the failure of the General Strike? **10**
Use **Source R and your own knowledge** to explain your answer.
- Target: Analysis and evaluation of an interpretation (AO6.3) in context (AO6.1)**
- Level 1: Comprehension of the source, accepting the interpretation at face value** **1-2**
e.g. yes - the public sided with the government.
- Level 2: EITHER** **3-5**
Simple explanation/description of how the interpretation came about based on the attribution or content
e.g. yes - the source was written by someone who was there and he will know what happened.
- OR**
Simple explanation based on own knowledge
e.g. yes - the interpretation is correct. The General Strike did fail because the government was well organised and the workers were not keen on being seen as revolutionaries (with a little knowledge).
- Level 3: EITHER** **6-8**
Developed explanation to evaluate the motive/purpose of the author
e.g. the author was writing about his “political life” – it is his memoirs, and therefore, he will want to show the Conservative government of the time as strong and decisive in its relations with the strikers. This is also seen in his exaggeration of the level of support enjoyed by the government.
- OR**
Analysis of the content of the source and using own knowledge to evaluate the interpretation
e.g. the source is biased in its exaggeration of the level of support enjoyed by the government. It implies that the strikers were lukewarm in their support for the strike, and spent afternoons playing football. It fails to explain the deep level of resentment and therefore commitment of many of the strikers.
- Level 4: Combines both aspects of level 3** **9-10**
- NB** If both strands are attempted, but only one is at level 3 standard, give a level 3 mark.
-

- (e) **Use your own knowledge** to explain how far the Liberal governments' welfare reforms of 1906 to 1914 changed the lives of British people. **15**
- Target: Analysis of extent of change (AO6.1)**
- Level 1: EITHER 1-3**
Simple, descriptive narrative of part of the topic
e.g. limited description of school meals, or pensions, or insurance against sickness and unemployment.
- OR**
Simple, generalised statements of extent of change
e.g. the Liberal governments of 1906-1914 were keen to improve the lives of poor people.
- Level 2: EITHER 4-8**
Narrative implying analysis of extent of change
e.g. answer describes some of the measures of the Liberal governments.
- OR**
Multi-factorial explanation which lacks development
e.g. answer mentions various measures, such as school meals, milk, old age pensions, labour exchanges, insurance – but without full details.
- OR**
Developed mono-factorial answer of extent of change
e.g. developed answer on one aspect, such as Insurance Act of 1911.
- Level 3: EITHER 9-12**
Developed multi-factorial answer of extent of change
e.g. several points are developed from the list in Level 2.
- OR**
A selective and structured account establishing some arguments
e.g. answer gives detailed account of the welfare measures of the Liberal governments.
- Level 4: A sustained, analytical, multi-factorial answer clearly linked to the demands of the question 13-15**
e.g. in addition to level 3, the answer specifically develops an argument relating to the extent of change/success by 1914.
- OR**
Answer specifically compares the extent of change for different social groups in Britain in the early 20th century.
-

SECTION B**QUESTION 5: Russia/USSR, 1918–1941**

- (a) What does **Source S** tell us about the effects of War Communism in Russia? **3**
- Target: Comprehension and inference from a source (AO6.2)**
- Mark on a ‘penny-points’ system – up to a maximum of 3** **3**
 e.g. widespread starvation.
 Private trading banned.
 Army had food and weapons.
- Count any explanation or inference as an extra point**
 e.g. War Communism was changing attitudes towards making a profit.
- (b) Using **Source T and your own knowledge**, explain the aims and achievements of the New Economic Policy, introduced in 1921. **7**
- Target: Use of source and knowledge to explain key features (AO6.1 and AO6.2)**
- Level 1: Use of source OR own knowledge to state basic feature(s)** **1-2**
 e.g. NEP was intended to increase production because War Communism was not working effectively.
 Source T shows that production went up e.g. grain.
- Level 2: EITHER** **3-5**
Developed mono-factorial answer, using source AND/OR own knowledge
 e.g. explanation of aims, relating to resistance towards War Communism and the impact of the Kronstadt Revolt in 1921. Lenin needed the active support of more citizens.
- OR**
Multi-factorial answer that lacks development, using source AND/OR own knowledge
 e.g. aims included modernisation of the USSR by giving incentives. The achievements were impressive, judging from the statistics in Source T.
- Level 3: Developed multi-factorial answer, using source AND own knowledge** **6-7**
 e.g. both aims and achievements explained. (If only one well explained, give 6 marks.
 Explanation of achievements must include the source and own knowledge.
 Explanation of aims should involve own knowledge).

- (c) Describe how Stalin used propaganda and censorship in the USSR in the 1930s. **5**
- Target: Description of key features and characteristics (AO6.1)**
- Level 1: Basic description** **1**
e.g. Stalin did not allow people to give their own opinions.
- Level 2: EITHER** **2-4**
Detailed description of limited aspects
e.g. censorship of churches, art, music, literature.
Propaganda including cult of personality, painting, posters, statues, films and re-writing of history to glorify Stalin.
- OR**
Limited description of wider range of aspects
e.g. limited detail on both of the above, with perhaps one being more detailed than the other.
- Level 3: Detailed description of several aspects** **5**
e.g. detailed description of both aspects listed in Level 2

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

- (d) How successful was Stalin’s policy of Collectivisation, 1929–1941? **15**
- Target: Analysis of key features (AO6.1)**
- Level 1: EITHER **1-3****
Simple, descriptive narrative with general coverage of the topic
 e.g. Stalin ordered that agriculture should be collectivised, and the peasants and kulaks had to give up their land and animals.
- OR**
Simple, generalised statements of key features
 e.g. Stalin’s policy was successfully carried out but with much bloodshed.
- Level 2: EITHER **4-8****
Narrative implying analysis of key features
 e.g. description/narrative of how collectivisation was carried out – i.e. the process.
- OR**
Multi-factorial answer which lacks development
 e.g. answer mentions fate of kulaks, slaughtering of many animals, the famine of 1932-33, and no great increases in food production.
- OR**
Developed mono-factorial answer
 e.g. one of the above items developed in detail.
- Level 3: EITHER **9-12****
Developed multi-factorial 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 the process and the consequences, perhaps with an attempt at a conclusion.
- Level 4: A sustained, analytical multi-factorial answer clearly linked to the demands of the question **13-15****
 e.g. answer argues successes in terms of wider issues, such as helping industrialisation, or the establishment of Soviet control over the peoples of the USSR.
- OR**
 answer contrasts the short-term failures, including famine, in the early 1930s, with the comparative success of the late 1930s.
-

- (e) Before coming to power in 1928, Stalin managed to remove his main rivals, including Trotsky. Explain how Stalin achieved this in the years 1924 to 1928. **15**
- Target: Causation (AO6.1)**
- Level 1: EITHER 1-3**
Simple, descriptive narrative with general coverage of the topic
e.g. Stalin doctored photographs by eliminating Trotsky from Lenin’s side, and putting his own portrait there.
- OR**
Simple, generalised statements of causation
e.g. Stalin was very cunning – for example, making sure that Lenin’s will was not used against him.
- Level 2: EITHER 4-8**
Narrative implying analysis of causation
e.g. outline descriptions of Stalin’s and Trotsky’s contributions before January 1924, and how Stalin magnified his role; the way Stalin used his position as General Secretary after Lenin’s death.
- OR**
Multi-causal answer which lacks development
e.g. Trotsky’s perceived weaknesses; how Stalin used his position as General Secretary; the elimination of other contenders.
- OR**
Developed mono-causal answer
e.g. detailed on one aspect such as how Stalin outmanoeuvred Trotsky, over the will, the funeral, doctoring photographs etc.
- Level 3: EITHER 9-12**
Developed multi-causal answer
e.g. details on more than one aspect (as above).
- 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 Stalin’s success.
NB It is possible to get into Level 3 without mentioning other contenders, but this is needed for high Level 3.
- Level 4: A sustained, analytical multi-causal answer clearly linked to the demands of the question 13-15**
e.g. in addition to Level 3, answer produces detailed response linking the other contenders together with Trotsky to explain Stalin’s skill in eliminating them all.
-

QUESTION 6: Nazi Germany, 1933–1939

- (a) What does **Source U** tell us about how the Nazis made use of schools in Germany? **3**

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

Mark on a ‘penny points’ system – up to a maximum of 3 **3**

e.g. to reinforce Nazi ideas.

To teach young people about Germany’s history.

Science used to teach future soldiers about chemical warfare.

Geography used to explain Germany’s hostile neighbours.

Count any explanation or inference as an extra point

e.g. school subjects were used to justify Nazi policies.

- (b) Using **Source V and your own knowledge**, explain how Hitler created a one-party state in Germany in 1933. **7**

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

Level 1: Use of source OR own knowledge to state basic reason(s) **1-2**
e.g. the Nazis got rid of the other political parties.

Level 2: EITHER **3-5**

Developed mono-causal answer, using source AND/OR own knowledge.

e.g. The Nazis got rid of the other parties. After the March 1933 election, Hitler joined with the National Party, giving him a majority, then scared Communists from attending so that he had a two-thirds majority to pass the Enabling Act. (Possibly using the statistics in Source V).

OR

Multi-causal answer that lacks development, using source AND/OR own knowledge

e.g. blackening the reputation of the Communists after the Reichstag Fire, how Hitler used the March 1933 election results, passing the Enabling Act, banning other political parties, blackmailing the Centre Party into supporting Hitler.

Level 3: Developed multi-causal answer, using source AND own knowledge **6-7**
e.g. as in Level 2, but more detailed explanation of some aspects.

- (c) Describe the events of the Night of the Long Knives, June 1934. **5**
- Target: Description of key features and characteristics (AO6.1)**
- Level 1: Basic Description** **1**
e.g. Hitler got rid of the leaders of the SA.
- Level 2: EITHER** **2-4**
Detailed description of limited aspects
e.g. details on the arrests (over several days and nights) of over 400 SA members, many of them being shot without trial. This included Ernest Roehm.
- OR**
Limited description of wider range of aspects
e.g. outline of why Hitler came to fear the power of SA, the decision to act against the SA, what happened to its leaders, and how the SS became more important as a result.
- Level 3: Detailed description of several aspects** **5**
e.g. detailed description of items mentioned in Level 2.

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

- (d) Explain how Nazi racial and religious policies affected people living in Germany in the years 1933 to 1939. **15**

Target: Consequences (AO6.1)

- Level 1: EITHER** **1-3**
Simple, descriptive narrative with general coverage of the topic
 e.g. the Nazis passed laws against Jews marrying Aryan Germans.

OR

Simple, generalised statements of consequences

e.g. the Nazis thought that the true German nation was the Master Race, and this affected their racial policies.

- Level 2: EITHER** **4-8**
Narrative implying analysis of consequences
 e.g. some outline description of the main laws (e.g. Nuremberg Laws) that restricted what Jews could do; and/or how the Nazis treated the churches.

OR

Multi-consequential answer which lacks development

e.g. answer mentions some different areas in which Jews were affected (socially, economically, in employment, in politics, in religion); how other groups suffered such as the gypsies.

OR

Developed mono-consequential answer

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

- Level 3: EITHER** **9-12**
Developed multi-consequential answer
 e.g. several items listed in Level 2 discussed in detail.

OR

A selective and structured account establishing some argument

e.g. answer is basically descriptive/narrative (as in Level 2) but with added analysis.

NB For Level 3, not necessarily covering “religious” as well as “racial”.

- Level 4: A sustained, analytical multi-consequential answer clearly linked to the demands of the question** **13-15**
 In addition to Level 3:
 e.g. answer which differentiates over time (e.g. early and late 1930s).
 Answer specifically covers racial (not just Jews) and religious policies.

- (e) To what extent did German people benefit from Nazi rule in the years 1933 to 1939? **15**
- Target: Analysis of key features (AO6.1)**
- Level 1: EITHER 1-3**
Simple, descriptive narrative with general coverage of the topic
e.g. limited description of lower unemployment, with jobs in the armed forces etc.
- OR**
Simple, generalised statements of key features
e.g. many Germans felt happier with Hitler providing order and jobs.
- Level 2: EITHER 4-8**
Narrative implying analysis of key features
e.g. description of Hitler’s policies that provided hope, such as jobs, set against the loss of freedom. (For Level 2 not detailed).
- OR**
Multi-factorial answer which lacks development
e.g. provision of jobs, including armed forces and building autobahns; more national pride; promise of future economic benefits; but loss of individual freedoms.
- OR**
Developed mono-factorial answer
e.g. detailed on one aspect such as the greater employment opportunities, or how some groups, such as the Jews, did not share in any benefits.
- Level 3: EITHER 9-12**
Developed multi-factorial answer
e.g. details on items listed in Level 2.
- OR**
A selective and structured account establishing some arguments
e.g. detailed description, leading to some conclusions which balance the economic gains for Germany against the loss of freedoms for individual citizens. Non-Aryan racial groups did not share in any benefits.
- Level 4: A sustained, analytical multi-factorial answer clearly linked to the demands of the question 13-15**
e.g. in addition to Level 3, answer produces detailed balanced answer, which clearly differentiates between different sections of German society, and reaches a judgement in relation to the question.
-

QUESTION 7: The USA in the 1920s

- (a) What does **Source W** tell us about the reasons for introducing Prohibition? **3**

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

Mark on a ‘penny points’ system – up to a maximum of 3 **3**

e.g. workers would be more reliable.

It was unpatriotic to support German brewers.

Alcohol brought lawlessness.

Count any explanation or inference as an extra point

e.g. the reasons for introducing Prohibition had to be argued as there was a campaign to get influential supporters.

- (b) Using **Source X and your own knowledge**, explain the consequences of the policy of Prohibition in the USA in the 1920s. **7**

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

Level 1: Use of source OR own knowledge to state basic consequence(s) **1-2**

e.g. there were many arrests for drinking offences in Philadelphia – increasingly so in the 1920s.

Level 2: EITHER **3-5**

Developed mono-consequential answer, using source AND/OR own knowledge

e.g. detailed answer on crime and gangsters – Al Capone, Bugs Moran, St. Valentine’s Day Massacre, etc.

OR

Multi-consequential answer that lacks development, using source AND/OR own knowledge

e.g. brief details on people’s law-breaking activities – speakeasies, bootleggers, law enforcement agencies, gangsterism, realisation that the law was failing and needed to be changed.

Level 3: Developed multi- consequential answer, using source AND own knowledge **6-7**

e.g. detailed answer on consequences of Prohibition (as in Level 2), but also using the source.

- (c) Describe what the ‘flappers’ tell us about American society in the 1920s. **5**
- Target: Description of key features and characteristics (AO6.1)**
- Level 1: Basic description** **1**
e.g. flappers were young women who dressed differently.
- Level 2: EITHER** **2-4**
Detailed description of limited aspects
e.g. detailed description of how flappers reflected changing life-styles among some younger sections of American society in the 1920s.
- OR**
Limited description of wider range of aspects
e.g. outline description of dress, lifestyle, morality etc.
- Level 3: Detailed description of several aspects** **5**
e.g. detailed description of at least two items mentioned in Level 2.

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

- (d) To what extent were Americans prosperous in the 1920s? **15**
- Target: Analysis of key features (AO6.1)**
- Level 1: EITHER **1-3****
Simple, descriptive narrative with general coverage of the topic
 e.g. limited description of the prosperity in American society.
- OR**
Simple, generalised statements of key features
 e.g. the USA was hugely prosperous by the late 1920s.
- Level 2: EITHER **4-8****
Narrative implying analysis of key features
 e.g. some description/narrative of development of prosperity in USA in 1920s in areas such as industry, transport, household conveniences etc.
- OR**
Multi-factorial answer which lacks development
 e.g. answer mentions several areas of prosperity, but also mentions some of poverty, such as among some groups of Americans.
- OR**
Developed mono-factorial answer
 e.g. detailed argument on how blacks and farmers did not share in the prosperity.
- Level 3: EITHER **9-12****
Developed multi-factorial answer
 e.g. developed answer on several aspects, which will probably include poverty as well as prosperity, but not necessarily in equal proportions.
- OR**
A selective and structured account establishing some arguments
 e.g. more descriptive/narrative approach but with some arguments established, at least mentioning poverty, even if not developed.
- Level 4: A sustained, analytical multi-factorial answer clearly linked to demands of the question **13-15****
 e.g. in addition to level 3, clear analysis of rich/poor to emphasize the extremes within American society.
 e.g. in addition to Level 3, the fragility of the prosperity as seen in 1929 for many of the wealthy.
-

- (e) Explain how the policies of the United States government in the early 1920s encouraged American isolation in world politics. **15**
- Target: Analysis of key features (AO6.1)**
- Level 1: EITHER **1-3****
Simple, descriptive narrative with general coverage of the topic
e.g. limited description of USA's isolationist policies, such as tariffs.
- OR**
Simple, generalised statements of key features
e.g. American policy was isolationist. USA avoided political alliances with European countries.
- Level 2: EITHER **4-8****
Narrative implying analysis of key features
e.g. description of how USA tried to keep isolationist in politics and restricted immigration.
- OR**
Multi-factorial answer which lacks development
e.g. several factors mentioned, e.g. tariffs, political isolation in spite of heavy involvement in world trade, immigration restriction.
- OR**
Developed mono-factorial answer
e.g. detailed on one of the factors above.
- Level 3: Either **9-12****
Developed multi-factorial answer
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 US policies and attitudes in the early 1920s, with some analysis.
- Level 4: A sustained, analytical multi-factorial answer clearly linked to the demands of the question **13-15****
e.g. in addition to Level 3, answer differentiates between external and internal political motives.
-

QUESTION 8: Britain, 1929–1951

- (a) What does **Source Y** tell us about why the Means Test was so unpopular in Britain in the 1930s? **3**

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

Mark on a ‘penny points’ system – up to a maximum of 3 **3**

e.g. it was humiliating.

Families had to reveal their earnings and savings.

Older children could end up providing for the family as a whole.

Count any explanation or inference as an extra point

e.g. families had no right to privacy in financial issues.

- (b) Using **Source Z and your own knowledge**, explain why unemployment varied from region to region in Britain in the 1930s. **7**

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

Level 1: Use of source OR own knowledge to state basic reason(s) **1-2**

e.g. there was a lot of unemployment in some areas.

Level 2: EITHER **3-5**

Developed mono-causal answer using source AND/OR own knowledge

e.g. detailed answer on problems of unemployment in North-East and South Wales, with causes explained relating to heavy industries.

OR

Multi-causal answer that lacks development, using source AND/OR own knowledge

e.g. outline answer on North-East and Wales suffering decline of heavy industries, contrasted with other areas in South developing new, lighter industries, and having comparatively low unemployment.

Level 3: Developed multi-causal answer, using source AND own knowledge **6-7**

e.g. as Level 2, but detailed explanation, and using source as well as own knowledge.

- (c) Describe how the Education Act of 1944 changed Britain's education system. **5**
- Target: Description of key features and characteristics (AO6.1)**
- Level 1: Basic description** **1**
e.g. set up free secondary education for all.
- Level 2: EITHER** **2-4**
Detailed description of limited aspects
e.g. detailed description of 11+ exam and types of secondary school.
- OR**
Limited description of wider range of aspects
e.g. less detailed description of types of secondary school, with leaving age to be raised to 15 in 1947.
- Level 3: Detailed description of several aspects** **5**
e.g. detailed description of items mentioned in Level 2.

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

- (d) Explain the ways in which the Welfare State developed in the years 1945 to 1951. **15**
- Target: Analysis of key features (AO6.1)**
- Level 1: EITHER **1-3****
- Simple, descriptive narrative with general coverage of the topic**
e.g. the Labour governments passed laws that gave free medicine etc.
- OR**
- Simple, generalised statements of key features**
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 of key features**
e.g. description of some government legislation such as National Health Service, National Insurance Act etc.
- OR**
- Multi-factorial answer which lacks development**
e.g. answer mentions various measures, without details, such as health and insurance, and probably links them with Beveridge Report.
- OR**
- Developed mono-factorial answer**
e.g. one of the above items developed in detail, e.g. significance of the National Health Service.
- Level 3: Developed multi-factorial answer **9-12****
- e.g. items listed in Level 2 discussed in detail.
- OR**
- A selective and structured account establishing some arguments**
e.g. more descriptive/narrative approach about the welfare measures of the Labour governments, but leading to conclusion about the ways in which the Welfare State changed.
- Level 4: A sustained, analytical multi-factorial answer clearly linked to the demands of the question **13-15****
- e.g. in addition to Level 3, answer clearly addresses the issue of changes by comparing what had been with what was introduced.
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- (e) Explain why some British industries were nationalised in the years 1945 to 1951. **15**
- Target: Causation (AO6.1)**
- Level 1: EITHER **1-3****
Simple, descriptive narrative with general coverage of the topic
e.g. many industries were nationalised e.g. railways and coal.
- OR**
Simple, generalised statements of causation
e.g. after the Second World War, there were many changes needed in industry to get Britain away from the Depression of the 1930s.
- Level 2: EITHER **4-8****
Narrative implying analysis of causation
e.g. some description of developments involving the part-nationalisation of British industry.
- OR**
Multi-causal answer which lacks development
e.g. answer mentions some reasons for nationalisation – the beliefs of the Labour Party, the need for new approaches after the 1930s and World War Two, the existing (and long-term) problems in various industries such as coal and the railways.
- OR**
Developed mono-causal answer
e.g. detailed on one aspect such as the beliefs of the Labour Party.
- Level 3: **Developed multi-causal answer **9-12******
e.g. details on items listed in Level 2.
- OR**
A selective and structured account establishing some arguments
e.g. more descriptive approach of what happened to some British industries during the years 1945-51, but answer establishes the basic reasons that motivated the changes.
- Level 4: **A sustained, analytical multi-causal answer clearly linked to the demands of the question **13-15******
e.g. in addition to Level 3, answer highlights the coming together of several strands – the Labour Party’s philosophy, the long-term economic problems, and the particular conditions in Britain at the end of World War Two.
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