

Sample Assessment Materials

Edexcel GCSE History A (The Making of the Modern World) (2HA01)

Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for
- Supported controlled assessment information including sample tasks and assessment criteria to share with students.



Welcome to the GCSE 2009 History A (The Making of the Modern World) Sample Assessment Materials

The sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Our GCSE 2009 History A qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website: www.edexcel.com/gcse2009

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.

- **2 mark bands**

Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.

- **3 mark bands**

Start with the presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 1: Peace and War: International Relations,
1900-91

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HA01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **three** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Contents

There are SIX sections in this question paper. You must choose THREE sections from the six. In EACH section answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND Part (c).

Section 1:	Why did war break out? International rivalry, 1900-14	Page 3
Section 2:	The peace settlement, 1918-28	Page 6
Section 3:	Why did war break out? International relations, 1929-39	Page 9
Section 4:	How did the Cold War develop? 1943-56	Page 12
Section 5:	Three Cold War crises: Berlin, Cuba and Czechoslovakia, c.1957-69	Page 15
Section 6:	Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)	Page 18

There are SIX Sections in this question paper. Answer THREE Sections.

Section 1: Why did war break out? International rivalry, 1900-14

The photograph below shows the British battleship H.M.S. Dreadnought in 1906.



This question is about tension between the Great Powers before 1914.

1 Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

(a) Describe **one** action taken by Britain and Germany in relation to their navies in the years 1900-14.

(2)

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Section 2: The peace settlement, 1918-28

The photograph below shows, from left to right, Lloyd George (Britain), Clemenceau (France) and Woodrow Wilson (USA) meeting at the Paris Peace Conference, 1919.



This question is about the peace settlement.

2 Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

(a) Describe **one** decision which was made about Germany's armed forces in the Treaty of Versailles.

(2)

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Section 3: Why did war break out? International relations, 1929-39

The photograph below shows German soldiers swearing the oath of loyalty to Hitler in c.1935.



© CORBIS

This question is about the drift to war in Europe.

3 Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

(a) Describe **one** way in which Hitler broke the Treaty of Versailles in the years 1933-36.

(2)

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Section 4: How did the Cold War develop? 1943-56

The photograph below shows Churchill, Truman and Stalin shaking hands at the Potsdam Conference, July 1945.



This question is about the development of the Cold War.

4 Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

(a) Describe **one** decision that was made about Germany at the Potsdam Conference (July–August 1945).

(2)

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Answer EITHER Part (b)(i) OR Part (b)(ii).

EITHER

(b) (i) Briefly explain the key features of the Truman Doctrine (1947). (6)

OR

(b) (ii) Briefly explain the key features of the Marshall Plan (1947). (6)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Part (b)(i)

Part (b)(ii)

The live question paper will contain one further page of lines.

Answer Part (c).

(c) Explain why relations between the USA and the Soviet Union grew worse in the years 1943-56.

(12)

A series of horizontal dotted lines for writing an answer.

The live question paper will contain two further pages of lines.

(Total for Section 4 = 20 marks)

Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia, c.1957-69

The photograph below shows the U.S. destroyer Barry alongside the Soviet freighter Ansov during the USA's naval blockade of Cuba.



© Bettmann/CORBIS

This question is about flashpoints in the Cold War.

5 Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

(a) Describe **one** reaction of the USA to the placing of Soviet missiles in Cuba.

(2)

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Answer EITHER Part (b)(i) OR Part (b)(ii).

EITHER

(b) (i) Briefly explain the key features of the 'Prague Spring' in Czechoslovakia (1968). (6)

OR

(b) (ii) Briefly explain the key features of the Berlin Crisis (1961). (6)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Part (b)(i) ☒

Part (b)(ii) ☒

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The live question paper will contain one further page of lines.

Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)

The photograph below shows Soviet tanks moving into Afghanistan in early 1980.



This question is about the Cold War after the Soviet invasion of Afghanistan.

6 Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

(a) Describe **one** cause of the Soviet invasion of Afghanistan.

(2)

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Answer EITHER Part (b)(i) OR Part (b)(ii).

EITHER

(b) (i) Briefly explain the key features of the Soviet invasion of Afghanistan (1979). (6)

OR

(b) (ii) Briefly explain the key features of 'the Second Cold War'. (6)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Part (b)(i)

Part (b)(ii)

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The live question paper will contain one further page of answer lines.

Answer Part (c).

(c) Explain why relations between the USA and the Soviet Union changed in the years 1985-89.

(12)

Dotted lines for writing.

The live question paper will contain two further pages of lines.

(Total for Section 6 = 20 marks)

TOTAL FOR PAPER = 60 MARKS

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Sample Mark Scheme

Section 1: Why did war break out? International rivalry, 1900-14

Question Number		
1 (a)		Describe one action taken by Britain and Germany in relation to their navies in the years 1900-14. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) eg They increased the sizes of them
2	2	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) eg They increased the sizes of them. For example, Britain began to build new super-ships called Dreadnoughts.

Question Number		
1 (b)(i)		Briefly explain the key features of the Moroccan Crisis (1905). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg The Moroccan crisis was when Germany tried to interfere with French control of Morocco (1). The crisis was solved when they had a conference at Algeiras. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg The Moroccan crisis was when Germany tried to interfere with French control of Morocco. The Kaiser did this as part of his policy to build a German empire. (4)

Question Number		
1 (b)(ii)		Briefly explain the key features of the Bosnian Crisis (1908-09). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg In 1908 Bosnia and Herzegovina were annexed by Austria-Hungary. (1) The Serbians were angry at this takeover. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg In 1908 Bosnia and Herzegovina were annexed by Austria-Hungary. There was a revolution in Turkey at the time so it could not stop the annexation. (4) The Serbians were angry at this takeover. There were three million Serbs in Bosnia-Herzegovina and Serbia hoped to include them in 'Greater Serbia'. (5)

Question Number		
1(c)		Explain why war broke out in Europe in August 1914. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. eg Because the nations didn't trust each other. (1) <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	Explains why causes led to war. The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome. eg The Austrians delivered an ultimatum to Serbia which was rejected. Austria thought that the Serbians were supporting the assassins. Consequently Austria declared war. (4) <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	Explains how factors are interlinked or prioritises factors. As Level 2 plus but none of this would have happened without the Alliance system because it was only knowing that their allies would support them that made the Austrians attack Serbia. <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

Section 2: The peace settlement, 1918-28

Question Number		
2 (a)		Describe one decision which was made about Germany's armed forces in the Treaty of Versailles. Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) eg The army and navy were limited in size.
2	2	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) eg The army was limited in size. Conscription was banned and the army could not be any larger than 100,000 men.

Question Number		
2 (b)(i)		Briefly explain how Austria and Hungary were punished by the Treaties of St Germain and Trianon. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg The division of Austria-Hungary was maintained. (1) Austria was not permitted to join with Germany (Anschluss). (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg The division of Austria-Hungary was maintained, because the peace-keepers wanted to keep Austria weak. (4) Austria was not permitted to join with Germany (Anschluss) because joining with Germany might make both countries strong enough to be a threat. (5)

Question Number		
2 (b)(ii)		Briefly explain how the territorial terms of the Treaty of Versailles affected Germany. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg Germany lost its colonies. (1) Alsace-Lorraine was given to France. (2) The Rhineland was demilitarised. (3)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg Germany lost its colonies. This was because colonies were thought to provide economic and military benefits and the treaty was to punish Germany. (4)

Question Number		
2 (c)		<p>Explain why the Peace Settlement was changed in the years 1920-28.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg It was thought Germany had been treated too harshly.(1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>eg One reason was the fact that reparations were much too high and by 1923 Germany was struggling to pay her debts.(4)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p>In reality, there was only one reason why the peace was changed. The peace-makers thought that they had been too harsh on the defeated powers. So when Turkish nationalists rebelled the Allies where prepared to accept changes.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

Section 3: Why did war break out? International relations, 1929-39

Question Number		
3 (a)		Describe one way in which Hitler broke the Treaty of Versailles in the years 1933-36. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) eg He built up his armed forces.
2	2	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) eg He built up the army by reintroducing conscription. The army was supposed to be no bigger than 100,000.

Question Number		
3 (b)(i)		Briefly explain the key features of the Anschluss, March 1938. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg In the Anschluss Hitler took over Austria. (1) He encouraged the Austrian Nazis under Seyss-Inquart to demand the German takeover. (2). He had meetings with Schuschnigg, the Austrian chancellor. (3)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point eg In the Anschluss Hitler took over Austria. This had always been one of his aims as it was a step to forming Greater Germany. (4) He encouraged the Austrian Nazis under Seyss-Inquart to demand the German takeover. This would give Hitler an excuse to intervene. (5)

		He had meetings with Schuschnigg, the Austrian chancellor and finally bullied him into accepting a German takeover which was followed by a referendum showing approval (6).
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Question Number		
3 (b)(ii)		Briefly explain the key features of the Sudetenland Crisis, September 1938. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg Hitler wanted to control the Sudetenland. He ordered the Germans living there to start causing difficulties. (1) Then he said that he had to control this area to protect them. (2) Eventually there was a conference at Munich and the Sudetenland was given to Germany. (3)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg Hitler wanted to control Czechoslovakia so that it would not be so difficult to fight a war in the west. (4) He also wanted to reunite all Germans and there were Germans in the Sudetenland. (5) Eventually there was a conference at Munich and the Sudetenland was given to Germany because Britain and France were following a policy of appeasement and wanted to avoid fighting. (6)

Question Number		
3 (c)		<p>Explain why relations between Britain and Germany changed in the period 1936-39.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg This was because Germany took more land. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>eg One reason was the takeover of the rest of Czechoslovakia in March 1939. Hitler had broken his promise and Britain now realised that they could not trust him. (5)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p>You could say that there was no single argument. In this period Hitler showed that he could not be trusted, Britain discovered that the Soviet Union could not be used to stop Hitler and British armed forces were built up. All these factors combined to make Britain take a more aggressive attitude towards Germany.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

Section 4: How did the Cold War develop? 1943-56

Question Number		
4 (a)		Describe one decision that was made about Germany at the Potsdam Conference (July-August 1945). Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) eg Germany was divided.
2	2	Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) eg Germany was divided. It was split into zones of occupation as agreed at Yalta.

Question Number		
4 (b)(i)		Briefly explain the key features of the Truman Doctrine (1947). Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg The Truman Doctrine was part of the plan to stop the spread of communism. (1) The USA agreed to give money to Greece and Turkey to help them. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg The Truman Doctrine was part of the plan to stop the spread of communism. The USA was following a policy of containment and by giving money to countries like Greece and Turkey they stopped them going communist. (4)

Question Number		
4 (b)(ii)		Briefly explain the key features of the Marshall Plan (1947). Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg The Marshall Plan was part of the USA plan to stop the spread of communism. (1) In total \$13 billion was given to 16 western countries. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg The Marshall Plan was part of the USA plan to stop the spread of communism. The Americans thought that communism grew where there was poverty and so decided to help those countries in need. (4) Any country which wanted to apply could receive aid. In total \$13 billion was given to 16 western countries. (5)

Question Number		
4 (c)		<p>Explain why relations between the USA and the Soviet Union grew worse in the years 1943-56.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg This was because of the Berlin Blockade. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>eg One reason was the Blockade which meant that the USA had to fly food to Berlin. The blockade offended the Americans and the rescue flights made the Soviet Union angry. So relations grew worse. (5)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p>It doesn't really matter which event you look at. There is only one reason why relations grew worse and that underpins everything that happened. The Americans and the Soviets did not trust each other and kept trying to outdo the other side. Once you can see that, it explains everything.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia, c.1957-69

Question Number		
5 (a)		Describe one reaction of the USA to the placing of Soviet missiles in Cuba. Target: Causation/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) eg The Americans decided to make sure that the Soviets could not send more missiles.
2	2	Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) eg The Americans decided to make sure that the Soviets could not send more missiles. They set up a blockade around Cuba to stop Soviet ships on their way to the island.

Question Number		
5 (b)(i)		Briefly explain the key features of the 'Prague Spring' in Czechoslovakia (1968). Target: Key features /recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg In the 1960s there were protests about the low standard of living in Czechoslovakia. (1) Dubcek decided to introduce 'socialism with a human face'. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg In the 1960s there were protects about the low standard of living in Czechoslovakia. (1) The people believed that the tough communist policies were making life difficult and wanted reform. (4)

		Dubcek decided to introduce 'socialism with a human face'. He allowed freedoms such as public meetings and discussions, which had been banned since the communist takeover. (5)
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Question Number		
5 (b)(ii)		Briefly explain the key features of the Berlin Crisis (1961). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg In 1961 there was a crisis over how Berlin should be governed. (1) Khrushchev wanted the western powers to leave Berlin. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg In 1961 there was a crisis over how Berlin should be governed. It was a trouble spot because it was seen by the Russians as an insult to them as it was in the middle of communist controlled territory. (4) Khrushchev wanted the western powers to leave Berlin, but Kennedy said no. He was determined to show the world that he was going to stand up to Khrushchev and stop the spread of communism. (5)

Question Number		
5 (c)		<p>Explain why relations between the USA and the Soviet Union changed in the years 1962-69.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg Relations got better because a hot line was set up. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>eg The hot line was established and this meant that communications could be swift and there would be no time wasted in any future dispute. This showed that the Superpowers were improving relations.(4)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p>In the final analysis the relations got better because both sides had been so scared by what went on in the Cuban Missile Crisis that they felt the need to find ways to avoid bringing the world so close to war again. So the hotline, test ban, grain sales etc. all stem from that.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)

Question Number		
6 (a)		Describe one cause of the Soviet invasion of Afghanistan. Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) eg This was to stop Islamic fundamentalists taking over.
2	2	Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) eg To stop Islamic fundamentalists taking over. There was a fear that if Islamic fundamentalists took over then many of the states of the Soviet Union would be influenced and seek separation.

Question Number		
6 (b)(i)		Briefly explain the key features of the Soviet invasion of Afghanistan (1979). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg The Soviet Union invaded Afghanistan in December 1979. (1) Western powers were very critical of the invasion. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) 1 mark within level per developed point. eg The Soviet Union invaded Afghanistan in December 1979. It was very worried about the growth of Islamic fundamentalism as it had many Muslims in its territories. (4) Western powers were very critical of the invasion. President Carter called the invasion the biggest threat to world peace since the Second World War and it destroyed détente. (5)

Question Number		
6 (b)(ii)		Briefly explain the key features of 'the Second Cold War'. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) 1 mark per point made to maximum of 3. eg The Second Cold War was when relations between the Soviet Union and the USA worsened.(1) The Second Cold War was between about 1979 and 1985. (2)
2	4-6	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) One mark within level per developed point. eg The Second Cold War was when relations between the Soviet Union and the USA worsened. It started when the Soviet Union invaded Afghanistan in December 1979. (4) The Americans were extremely angry about this invasion and attitudes hardened towards the Soviet Union. President Carter began increasing military spending and boycotted the 1980 Moscow Olympics.(5)

Question Number		
6 (c)		<p>Explain why relations between the USA and the Soviet Union changed in the years 1985-89.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg This was because Gorbachev became leader of the Soviet Union.(1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>eg One reason was that Gorbachev realised the economic problems of the Soviet Union and he knew he had to change policies quickly. This meant rejecting many of the old attitudes so relations had to get better.(4)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p>Thereasons really are linked. Gorbachev wanted better relations and so did the Americans. That was the basis for everything that happened. If you add to that the Soviet need to save money and the lessening fear that the USA had towards a weakening Soviet Union, it all makes sense.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2A: Germany, 1918-39

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HA02/2A

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) or 2(b), 3(a) or 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Germany, 1918-39

Answer Question 1, EITHER Question 2 (a) OR 2 (b) and then EITHER Question 3 (a) OR 3 (b).

These questions are about the Weimar Republic, 1918-32.

1 Study Source A.

Source A: From a history of Germany, published in 1996.

The Spartacists tried to seize power on 5 January 1919 but they were doomed to failure. The day before they began their rising, Ebert created a volunteer force of 4,000 soldiers. Known as the Free Corps, they were hard men who hated communists and liked a fight. They were well disciplined, fully equipped and ruthless. They retook all the Spartacist occupied buildings in Berlin and captured and shot the two Spartacist leaders.

(a) What does Source A tell us about the reasons for the failure of the Spartacist uprising of January 1919?

(4)

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(b) Describe the economic problems Germany experienced in the years 1919-22.

(6)

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(c) Explain the effects of hyperinflation in 1923 on Germany and its people.

(8)

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The live question paper will contain one further page of lines.

(d) Explain why there was a period of recovery for Germany in the years 1924-29.

(8)

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The live question paper will contain one further page of lines.

(Total for Question 1 = 26 marks)

Answer EITHER Question 2(a) OR 2(b).

EITHER

2 (a) Explain how the Nazi Party developed in the years 1920-28. (8)

OR

2 (b) Explain how the position of women in Germany changed in the years 1933-39. (8)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Question 2(a) Question 2(b)

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(Total for Question 2 = 8 marks)

Answer EITHER Question 3(a) OR 3(b).

EITHER

***3 (a)** Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935-39? Explain your answer.

You may use the following information to help you with your answer.

- The use of propaganda
- The use of censorship
- The police state
- Persecution of the churches

(16)

OR

***3 (b)** Were attacks on Jewish businesses the worst effects of Nazi persecution of the Jews in the years 1933-39? Explain your answer.

You may use the following information to help you with your answer.

- Attacks on Jewish businesses
- Education
- 1935 Nuremberg Laws
- 1938 Kristallnacht

(16)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3(a)

Question 3(b)

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The live question paper will contain a further three pages of lines.

(Total for Question 3 = 16 marks)

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Option 2A: Germany, 1918-39

Question Number		
1 (a)		<p>What does Source A tell us about the reasons for the failure of the Spartacist uprising of January 1919?</p> <p>Target: Source comprehension, inference and inference support (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>eg The source tells us that the Free Corps were fully equipped and ruthless.</p>
2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>eg It tells me that the Spartacists were beaten because the Free Corps were too strong. (2)</p> <p>It also tells me that the Spartacists uprising was not well-planned. (3)</p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>eg It tells me that the Spartacists were beaten because the Free Corps were too strong. It also tells me that the Spartacists uprising was not well-planned. (3) If they had planned better, they would have known that they were not strong enough and they wouldn't have seen all the buildings retaken.</p>

Question Number		
1 (b)		Describe the economic problems Germany experienced in the years 1919-22. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s)</p> <p>1 mark per simple statement made.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <p>eg Germany had to pay a lot of reparations. (1)</p>
2	4-6	<p>Developed statement(s)</p> <p>(A developed statement is a simple statement supported by factual detail.)</p> <p>1 mark within level per developed statement.</p> <ul style="list-style-type: none"> • One developed statement = 4 marks • Two developed statements = 5 marks • Three developed statements = 6 marks <p>eg One problem Germany faced was the size of the reparation payments which were fixed at £6,600 million, which Germany was unable to afford to pay. (4)</p>

Question Number		
1 (c)		<p>Explain the effects of hyperinflation in 1923 on Germany and its people.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg It had terrible effects on Germany and its people. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>eg One effect was on pensioners, whose pensions could not keep pace with the rise in prices and who could not afford everyday necessities. (3)</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>An explanation of more than one consequence supported by selected knowledge.</p> <p>eg As level 2. The price of everyday necessities such as food and clothes was far higher than their income, and their pensions became worthless. Pensioners, unlike workers, had no way of getting a rise. Workers on fixed wages experienced the same problems and were soon having to be paid daily rather than weekly to try to keep up with the rate of inflation. (6-7)</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained factors. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why there was a period of recovery for Germany in the years 1924-29.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which do not address causation or makes unsupported generalisations about causation.</p> <p>eg One reason was the Dawes Plan. (1)</p> <p>eg The Germans carried out a lot of changes. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements.
2	3-5	<p>Explains causes.</p> <p>The student supports statement(s) with relevant contextual knowledge.</p> <p>eg One reason was the Dawes Plan, which reduced the reparation payments to a level which Germany could afford. (3)</p> <ul style="list-style-type: none"> • 3-4 marks for one explained cause. • 4-5 marks for two explained causes.
3	6-8	<p>Explains why the causes brought about the stated outcome.</p> <p>eg I think it was all down to Stresemann. He restored relations with other countries and he also introduced a new currency. These two measures helped restore Germany's reputation and encourage trade. They also gave people a fresh belief in their country's economy after the horrors of hyper-inflation. (8)</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two causes linked to outcome. • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to produce outcome.

Question Number		
2(a)		Explain how the Nazi Party developed in the years 1920-28. Target: Key features/ recall of knowledge (A01/A02).
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s)</p> <p>1 mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks • Four simple statements = 4 marks <p>Eg It had a lot more members. (1)</p> <p>Hitler became its leader. (2)</p> <p>The second statement is not directly linked to the first and so these are two simple statements.</p>
2	5-8	<p>Developed statement(s)</p> <p>(A developed statement is where a simple statement is supported by factual detail.)</p> <p>1 mark within level per developed statement.</p> <ul style="list-style-type: none"> • One developed statement = 5 marks • Two developed statements = 6 marks • Three developed statements = 7 marks • Four developed statements = 8 marks <p>eg It had a lot more members. It has 35,000 members in 1923, but 50,000 in 1926. Hitler became its leader and in 1925 persuaded the government to lift the ban on the party. (6)</p> <p>Both statements are a direct development of the first two and so this is marked at level 2.</p>

Question Number		
2(b)		<p>Explain how the position of women in Germany changed in the years 1933-39.</p> <p>Target: Change/recall of knowledge (A01/A02).</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of change.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg Women lost their jobs. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of change.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>eg One reason was in employment. Married women were made to give up their careers and concentrate on being wives and mothers.(3)</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more.
3	6-8	<p>Developed explanation of change.</p> <p>An explanation of more than one change supported by selected knowledge.</p> <p>eg As level 2, with details of areas in which they lost employment and possibly re-employment after 1937. At least one other explained change, which could include changes in appearance, encouraging marriage and children, domestic role and the 3Ks.(6-7)</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained factors. • 8 marks for answers which show links between factors.

Question Number		
3(a)		<p>Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935-39? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02) QWC Strands i-ii-iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>eg I disagree with the statement because the Nazis also used the police to set up their dictatorship.(1)</p> <p>High Level 2 (3-4) For unfocused description.</p> <p>eg The Nazis used posters and the radio for propaganda. They sold cheap radios. (3)</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <p>eg The Nazis were determined to convert Germans to their ideas and used propaganda. This was under the control of Goebbels. The Nazis used posters and the radio to put forward the Nazi message and converted many Germans to their ideas.</p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p>

QWC i-ii-iii		Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9-12	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of reasons but judgement implicit.</p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than others.</p> <p>eg The most important reason was the use of propaganda. The Nazi control of the media, especially the radio, press and the cinema, enabled them to indoctrinate Germans with Nazi ideals on a daily basis. The Nazis even mass produced cheap radios to ensure they were affordable to the majority of households.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
4	13-16	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two reasons.</p> <p>eg There were a number of reasons why the Nazis were able to establish a dictatorship. Propaganda was very important (as level 3). This was more important than the police state because it brought genuine support for Nazi ideals rather than support through fear. However censorship made propaganda far more effective because it ensured that the majority of Germans were not exposed to alternative views and ideas, whilst the police state forced most Germans to support the regime.</p> <p>High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Question Number		
3(b)		<p>Were attacks on Jewish businesses the worst effects of Nazi persecution of the Jews in the years 1933-39? Explain your answer.</p> <p>Target: Analysis of consequence/recall of knowledge (A01/A02) QWC Strands i-ii-iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC, must be met. </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of consequence.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>eg I agree with the statement because Jewish businesses were attacked. (1)</p> <p>High Level 2 (3-4). For unfocused description.</p> <p>eg The Jews had to wear the Star of David and were made to change their names. (3)</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Developed statements of consequence.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate and with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one stimuli only.</p> <p>eg Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of Jews were murdered. This made the Jews really suffer.</p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The</p>
QWC i-ii-iii		

		student spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9-12	<p>Developed explanation of consequence.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of factors but judgement implicit.</p> <p>High level 3 (11-12). Considers a variety of factors and explains why one more important than others.</p> <p>eg The worst consequence was Kristallnacht (see Level 2 details). Not only was there considerable damage and loss of life but the Nazis blamed the Jews for the damage caused and forced them to pay a huge fine. This was worse than the earlier attacks on Jewish businesses because it encouraged much greater persecution in the months that followed as well as moving some Jews into ghettos.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13-16	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two reasons.</p> <p>High level 4 (15-16). Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation.</p> <p>eg Kristallnacht was disastrous for many Jews (see Level 3). However, it was the gradual culmination of a number of factors which gradually affected the Jews in Germany and undermined their position, beginning with the boycott of Jewish shops in 1934, to the loss of citizenship and other rights with the Nuremberg Laws, the discrimination and victimisation in schools, through to the systematic attacks on Jewish businesses and synagogues on Kristallnacht.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2B: Russia, 1917-39

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HA02/2B

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) or 2(b), 3(a) or 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Russia, 1917-39

Answer Question 1, EITHER Question 2 (a) OR 2 (b) and then EITHER Question 3 (a) OR 3 (b).

These questions are about the collapse of the Tsarist regime in 1917.

1 Study Source A.

Source A: From a history of the Twentieth Century, published in 1999. This source describes Russia in 1917.

The Russian armies eventually collapsed in 1917, but this was due more to poor leadership, inadequate supplies and political developments at home, than to defeat in the field. Russia's cities experienced food shortages. There was inflation and enthusiasm for the war had been replaced by discontent and waves of strikes. By early 1917 all the ingredients for revolution existed in Russia.

(a) What does Source A tell us about the problems facing Tsar Nicholas II in 1917? (4)

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(b) Describe the key features of the government of Russia under Tsar Nicholas II before the revolution in February 1917.

(6)

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(c) Explain the effects of the February Revolution on Russia in 1917.

(8)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(d) Explain why the Bolsheviks were able to seize power in October 1917.

(8)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(Total for Question 1 = 26 marks)

Answer EITHER Question 2(a) OR 2(b).

EITHER

2 (a) Explain how the economic policies of Lenin's government changed in the years 1918-24. (8)

OR

2 (b) Explain how Stalin was able to overcome his leadership rivals in the years 1924-28. (8)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 2(a) ☒

Question 2(b) ☒

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The live question paper will contain one further page of lines.

(Total for Question 2 = 8 marks)

Answer EITHER Question 3(a) OR 3(b).

EITHER

***3 (a)** Was the use of propaganda the main reason Stalin was able to achieve complete control over the Soviet Union by 1939? Explain your answer.

You may use the following information to help you with your answer.

- The use of propaganda
- The purges
- The show trials
- Control over education

(16)

OR

***3 (b)** Was the Stakhanovite movement the main reason for the rapid expansion of Soviet industry in the 1930s? Explain your answer.

You may use the following information to help you with your answer.

- The Stakhanovite Movement
- Gosplan
- The First Five-Year Plan
- Role of women

(16)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3(a) ☒

Question 3(b) ☒

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The live question paper will contain three further pages of lines.

(Total for Question 3 = 16 marks)

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Option 2B: Russia, 1917-39

Question Number		
1 (a)		<p>What does Source A tell us about the problems facing Tsar Nicholas II in 1917?</p> <p>Target: Source comprehension, inference and inference support (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>eg It tells me that by early 1917 all the ingredients for revolution existed in Russia.</p>
2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>eg It tells me that the Tsar was facing very severe problems. (2)</p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>eg It tells me that the Tsar was facing very severe problems. It mentions food shortages, inflation and strikes. It also says the ingredients for revolution existed.</p>

Question Number		
1 (b)		Describe the key features of the government of Russia under Tsar Nicholas II before the revolution in February 1917. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement of key feature(s).</p> <p>(A key feature is any main point about the topic.)</p> <p>1 mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks <p>eg One key feature was autocracy. (1)</p> <p>Another was decadence. (2)</p> <p>The second statement is not directly linked to the first and so these are two simple statements.</p>
2	4-6	<p>Developed statement(s) of key feature(s).</p> <p>(A developed statement is where a key feature is supported by factual detail.)</p> <p>1 mark within level per developed statement.</p> <ul style="list-style-type: none"> • One developed statement = 4 marks • Two developed statements = 5 marks • Three developed statements = 6 marks <p>eg One key feature was autocracy. Nicholas II believed that he alone should rule Russia and did not want to share power with a parliament.(4)</p> <p>The second statement is a direct development of the first and so this is marked at level 2.</p>

Question Number		
1 (c)		Explain the effects of the February Revolution on Russia in 1917. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg It had important effects on Russia and its people. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>eg One effect was that the Tsar was forced to abdicate. The Duma refused the Tsar's orders to dissolve and the Tsar lost control of his government. (3)</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>An explanation of more than one consequence supported by selected knowledge.</p> <p>eg As level 2. The Provisional Government kept Russia at war so one effect was to make food shortages and discontent more severe. At least one further developed consequence, which could be the growth of the Soviets, growth of revolutionary groups, outbreak of Kornilov rebellion.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained factors. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why the Bolsheviks were able to seize power in October 1917.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which do not address causation or makes unsupported generalisations about causation.</p> <p>eg The Bolsheviks seized power when they overthrew the Provisional Government. (1)</p> <p>or</p> <p>eg Because the Provisional Government wasn't any good. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements.
2	3-5	<p>Explains causes.</p> <p>The student supports statement(s) with relevant contextual knowledge.</p> <p>eg The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers. (4)</p> <ul style="list-style-type: none"> • 3-4 marks for one explained cause. • 4-5 marks for two explained causes.
3	6-8	<p>Explains why the causes brought about the stated outcome.</p> <p>eg The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers. Disillusionment with what was going on in the war was one of the reasons why the Tsar was overthrown. It helped the Bolsheviks seize power, because when they launched their revolution, people didn't want to support the Provisional Government. (7)</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two causes linked to outcome • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to produce outcome.

Question Number		
2 (a)		<p>Explain how the economic policies of Lenin's government changed in the years 1918-24.</p> <p>Target: Change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of change.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg All Russians hated War Communism. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of change.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>eg One change was to War Communism in 1918, in which all private industry, trading and farming was banned and the government controlled industry and agriculture. (3)</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more.
3	6-8	<p>Developed explanation of change.</p> <p>An explanation of more than one change supported by selected knowledge.</p> <p>eg As level 2. More details of War Communism, especially government requisitioning, unpopularity and opposition. At least one further change which could be original economic policy beginning in 1918, change to NEP in 1921 and its effects 1921-24. (6-7)</p> <ul style="list-style-type: none"> • 6-7 marks for two or more factors. • 8 marks for answers which show links between factors.

Question Number		
2 (b)		<p>Explain how Stalin was able to overcome his leadership rivals in the years 1924-28.</p> <p>Target: Key feature/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of ways.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg Stalin got rid of his rivals. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of ways.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>eg Stalin overcame Trotsky by ensuring that he was unable to attend Lenin's funeral. He gave Trotsky the wrong date. (3)</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more.
3	6-8	<p>Developed explanation of ways.</p> <p>An explanation of more than one way supported by selected knowledge.</p> <p>eg As level 2, with details of how else he discredited Trotsky. At least one other explained way which could include Stalin's position as Party Secretary, World Communism v Socialism in One Country, associating himself with Lenin and attacks on other three rivals. (6-7)</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained ways. • 8 marks for answers which show links between ways.

Question Number		
3 (a)		<p>Was the use of propaganda the main reason Stalin was able to achieve complete control over the Soviet Union by 1939? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02) QWC Strands i-ii-iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>eg I disagree with the statement because the purges were the most important reason.(1)</p> <p>High Level 1 (3-4). For unfocused description.</p> <p>eg During the purges Stalin got rid of anyone who was against him. He used his secret police to arrest people. (3)</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <p>eg Stalin used the purges to get rid of his rivals. At first he purged leading Bolsheviks who might threaten his position as leader. This was followed by purges of the armed forces and even leaders of the secret police.</p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p>

QWC i-ii-iii		Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9-12	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of reasons but judgement implicit.</p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than others.</p> <p>eg The most important reason was the purges. These established a climate of fear and terror and enabled Stalin to remove any key rivals to his position as leader. More especially he feared commanders in the armed forces and, in a series of purges in 1937, he removed the commander-in-chief and seven other generals. By 1941 90% of Soviet generals had been purged.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii	4	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two reasons.</p> <p>eg There were a number of reasons why Stalin was able to establish complete control over the Soviet Union. The purges were very important (as level 3) but would not have been successful without the show trials which provided publicity for the so-called crimes of the old Bolsheviks, his leading opponents, and the justification for their removal. Moreover propaganda and education ensured that most of the people supported Stalin's ideas.</p> <p>High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Question Number		
3 (b)		<p>Was the Stakhanovite movement the main reason for the rapid expansion of Soviet industry in the 1930s? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02) QWC Strands i-ii-iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC, must be met. </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>eg I disagree with the statement because Stalin used the Five-Year Plan.(1)</p> <p>High Level 1 (3-4). For unfocused description.</p> <p>eg The first Five-Year Plan started in 1928 and only lasted four years. It concentrated on heavy industry. (3)</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
		QWC i-ii-iii
2	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <ul style="list-style-type: none"> eg The Stakhanovite Movement was important because Alexei Stakhanov claimed that he shifted 102 tonnes of coal during one shift. Other workers were encouraged to follow his example and became known as Stakhanovites. This greatly increased production. <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The</p>
		QWC i-ii-iii

		student spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9-12	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of reasons but judgement implicit.</p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than others.</p> <p>eg The most important reason was the first Five-Year Plan. This set the foundations for other success because it brought about rapid increase in the output of heavy industries such as coal, iron and oil. This presented the necessary foundation for further expansion and the success of the second and third Five-Year Plans.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13-16	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two reasons.</p> <p>eg There were a number of reasons for the rapid growth of Soviet industry. The first Five-Year Plan was very important (as level 3) but would not have been successful without a large and motivated workforce. The motivation was provided by the Stakhanovite movement whilst encouraging female employment, even of married women, provided the numbers. However the Stakhanovite movement was less important because it quickly dropped in the late 1930s after a number of Stakhanovites were beaten up and killed by fellow workers.</p> <p>High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2C: The USA, 1919-41

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HA02/2C

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) or 2(b), 3(a) or 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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The USA, 1919-41

Answer Question 1, EITHER Question 2 (a) OR 2 (b) and then EITHER Question 3 (a) OR 3 (b).

These questions are about the US economy, 1919-29.

1 Study Source A.

Source A: From a history of the USA 1919-41, published in 1998.

The First World War helped the US economy in several ways. Throughout the war there was a one-way trade with Europe. Money poured into the USA for food, raw materials and munitions. The USA took over European overseas markets and many industries became more successful than their European competitors. The war also saw advances in technology such as mechanisation and new materials like plastics.

(a) What does Source A tell us about the impact of the First World War on the economy of the USA?

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(b) Describe USA government policies towards industry in the 1920s.

(6)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(c) Explain the effects developments in the car industry had on the economy in the 1920s.

(8)

A series of 26 horizontal dotted lines provided for the student to write their answer to the question.

The live question paper will contain one further page of lines.

(d) Explain why there was a depression in agriculture in the 1920s.

(8)

Area with horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(Total for Question 1 = 26 marks)

Answer EITHER Question 2(a) OR 2(b).

EITHER

2 (a) Explain how the role of women in US society changed in the 1920s. (8)

OR

2 (b) Explain how Roosevelt tackled the problems of unemployment in the years 1933-41. (8)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 2(a)

Question 2(b)

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The live question paper will contain one further page of lines.

(Total for Question 2 = 8 marks)

Answer EITHER Question 3(a) OR 3(b).

EITHER

***3** (a) Was the poor treatment of black people the most serious problem facing US society in the 1920s? Explain your answer.

You may use the following information to help you with your answer.

- The poor treatment of black people
- Prohibition
- Organised crime
- The treatment of immigrants

(16)

OR

***3** (b) Was over-production the main reason for the Wall Street Crash of 1929? Explain your answer.

You may use the following information to help you with your answer.

- Over-production
- Unequal distribution of incomes
- Protection
- Problems in the stock market

(16)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3(a)



Question 3(b)



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The live question paper will contain three further pages of lines.

(Total for Question 3 = 16 marks)

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Option 2C: The USA, 1919-41

Question Number		
1 (a)		<p>What does Source A tell us about the impact of the First World War on the economy of the USA?</p> <p>Target: Source comprehension, inference and inference support (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>eg It tells me that there was a one-way trade with Europe.</p>
2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>eg It tells me that the war was good for the American economy (2).</p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>eg It tells me that the war was good for the American economy. The USA was able to take over European overseas markets and make money</p>

Question Number		
1 (b)		Describe USA government policies towards industry in the 1920s. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s).</p> <p>1 mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks <p>eg The government took steps to control imports. (1)</p>
2	4-6	<p>Developed statement(s)</p> <p>(A developed statement is where a simple statement is supported by factual detail.)</p> <p>1 mark within level per developed statement.</p> <ul style="list-style-type: none"> • One developed statement = 4 marks • Two developed statements = 5 marks • Three developed statements = 6 marks <p>eg The government took steps to control imports. It did this by putting tariffs on goods coming in from other countries to prevent foreign competition.(4)</p> <p>The second statement is a direct development of the first and so this is marked at level 2.</p>

Question Number		
1 (c)		<p>Explain the effects developments in the car industry had on the economy in the 1920s.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg The car industry had great effects on the economy. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>eg One effect was it led to new techniques of mass production. Henry Ford was the first to use the assembly line, in which the parts were added to the car as it travelled along the line. (3)</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>An explanation of more than one consequence supported by selected knowledge.</p> <p>eg As level 2. Ford produced cars far quicker and cheaper. By the 1920s he was producing a car every ten seconds. His ideas were applied to other consumer products. At least one further developed consequence, which could be the multiplier effect on other industries, greater demand for car-based products, stimulus to advertising. (6-7)</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained factors. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		Explain why there was a depression in agriculture in the 1920s. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which do not address causation or makes unsupported generalisations about causation.</p> <p>eg Farmers had a very hard time in the 1920s.(1)</p> <p>or</p> <p>eg This was because the farmers had been over-producing.(1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements.
2	3-5	<p>Explains causes.</p> <p>The student supports statement(s) with relevant contextual knowledge.</p> <p>eg This was because the farmers had been over-producing to provide for the market in Europe during the First World War. There was less demand after the war. (3)</p> <ul style="list-style-type: none"> • 3-4 marks for one explained cause. • 4-5 marks for two explained causes.
3	6-8	<p>Explains why the causes brought about the stated outcome.</p> <p>eg This was because the farmers had been over-producing to provide for the market in Europe during the First World War. There was less demand after the war. As there was less demand prices dropped and farmers' income fell. Since many of them had borrowed money to expand during the war, they were very badly hit. (7)</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two causes linked to outcome. • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to produce outcome.

Question Number		
2 (a)		<p>Explain how the role of women in US society changed in the 1920s.</p> <p>Target: Change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of change.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>eg All women got better rights. (1)</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of change.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>eg One change was the flappers, the name given to liberated women in towns or cities who wore short skirts, bright clothes, lots of make-up and had their hair cut short. (3)</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more.
3	6-8	<p>Developed explanation of change.</p> <p>An explanation of more than one change supported by selected knowledge.</p> <p>eg As level 2. More details of flappers and how they represented extreme changes by challenging traditional role. At least one further change, which could be in employment opportunities, social habits and advertising. (6-7)</p> <ul style="list-style-type: none"> • 6-7 marks for two or more factors. • 8 marks for answers which show links between factors.

Question Number		
2 (b)		<p>Explain how Roosevelt tackled the problems of unemployment in the years 1933-41.</p> <p>Target: Key feature/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement of key feature(s).</p> <p>(A key feature is any main point about the topic.)</p> <p>1 mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks • Four simple statements = 4 marks <p>eg Roosevelt did a lot to help the unemployed. (1)</p>
2	5-8	<p>Developed statement(s) of key feature (s).</p> <p>(A developed statement is where a key feature is supported by factual detail.)</p> <p>1 mark within level per developed statement.</p> <ul style="list-style-type: none"> • One developed statement = 5 marks • Two developed statements = 6 marks • Three developed statements = 7 marks • Four developed statements = 8 marks <p>eg Roosevelt did a lot to help the unemployed. One thing was the Civilian Conservation Corps (CCC), which was set up in 1933 to create jobs for many men who were hobos or lived in Hoovervilles. (5)</p>

Question Number		
3 (a)		<p>Was the poor treatment of black people the most serious problem facing US society in the 1920s? Explain your answer.</p> <p>Target: Analysis of consequence/recall of knowledge (A01/A02) QWC Strands i-ii-iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC, must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of consequence.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>eg I agree with the statement because black people were treated badly.(1)</p> <p>High Level 1 (3-4). For unfocused description.</p> <p>eg The Ku Klux Klan believed that Americans had to be white and Protestant. They attacked black people. (3)</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5-8	<p>Developed statements of consequence.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate and with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <p>eg Black people were treated badly. The Jim Crow Laws were in operation in Southern States. This led to segregation in housing, schools and public places such as pools, restaurants, parks and libraries.</p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Developed explanation of consequence.</p> <p>Developed explanation of more than one consequence agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of consequences but judgement implicit.</p> <p>High level 3 (11-12). Considers a variety of consequences and explains why one more important than others.</p> <p>eg The greatest problem was the treatment of black people (as level 2) who also suffered discrimination in employment and were often attacked by the KKK.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of consequences from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two consequences.</p> <p>eg All the problems were serious for different groups in US society. The poor treatment of black people was especially severe in the Southern States where white racism was deep rooted. The problems caused by prohibition were worst in the industrial centres of the north. Prohibition did create problems (explanation of problems such as bootleggers, smugglers, speakeasies and corrupt agents) but these were short-lived. Prohibition, itself, worsened the problem of organised crimes as gangs competed for control of the illegal trade in liquor.</p> <p>High level 4 (15-16). Illustrates that one 'most important' consequence on its own could not provide a satisfactory explanation.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Question Number		
3 (b)		<p>Was over-production the main reason for the Wall Street Crash of 1929? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02) QWC Strands i-ii-iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC, must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>eg I agree with the statement because industry was producing a lot. (1)</p> <p>High Level 1 (3-4). For unfocused description.</p> <p>eg Many people bought shares on the margin. This meant that they borrowed money to buy stocks and shares. Almost everyone was involved. (3)</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <ul style="list-style-type: none"> eg Overproduction was important because mass production methods meant that production of consumer goods rapidly expanded. By the late 1920s too many goods were being made. <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low level 3 (9-10). Considers a variety of reasons but judgement implicit.</p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than others.</p> <p>eg The most important reason was over-production (as level 2). The market became saturated and those who could afford goods had already bought them. There were not enough people who could afford them and they could not sell them abroad.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two reasons.</p> <p>eg The most important reason was over-production (as level 2). The market became saturated and those who could afford goods had already bought them. There were not enough people who could afford them and they could not sell them abroad. Protection was less important because although it reduced sales abroad, it did not affect the fall in US sales. The fall in the value of shares was the immediate reason, but was partly a consequence of over-production.</p> <p>High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
Option 3A: War and the transformation of British society, c.1903–28

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HA03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed – *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

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Answer all questions.

This question paper is about the part played by Britain on the Western Front.

Look carefully at the background information and Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

1 Study Source A.

What can you learn from Source A about the early stages of the Battle of the Somme, July 1916?

(6)

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(Total for Question 1 = 6 marks)

2 Study Source B and use your own knowledge.

What was the purpose of this illustration? Use details of the illustration and your own knowledge to explain your answer.

(8)

Area with horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(Total for Question 2 = 8 marks)

3 Study Sources A, B and C.

Do these sources support the view that the first day of the Somme was a failure?
Explain your answer.

(10)

A series of horizontal dotted lines provided for writing the answer to the question.

The live question paper will contain two further pages of lines.

(Total for Question 3 = 10 marks)

4 Study Sources D and E.

How useful are Sources D and E as evidence of the effects of a gas attack on the Western Front? Explain your answer.

(10)

A series of horizontal dotted lines for writing an answer.

The live question paper will contain two further pages of lines.

(Total for Question 4 = 10 marks)

***5 Study all the sources and use your own knowledge.**

'The heavy British casualties on the Western Front in the years 1915-17 were mainly the result of poor leadership by the British commanders.'

How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)

A series of horizontal dotted lines provided for writing an answer.

The live question paper will contain three further pages of lines.

(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS

Edexcel GCSE

History A (The Making of the Modern World) Unit 3: Modern World Source Enquiry Option 3A: War and the transformation of British society, c.1903–28

Sample Assessment Material

Sources Booklet

Paper Reference

5HA03/3A

Do not return this Sources Booklet with the question paper.

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Background information

The British armies played an important role on the Western Front in the years 1915-17, taking part in offensives such as the Somme in 1916.

Some historians claim that the Somme was a disaster and have blamed commanders such as Haig for heavy casualties. Other historians suggest that factors other than commanders such as Haig caused heavy casualties.

So, what were the main reasons for the heavy casualties?

Source A: From an interview with Private George Coppard about the Battle of the Somme. Coppard survived the battle and the interview was given sixty years later.

Hundreds of dead were strung out on the barbed wire. Quite as many died on the enemy wire as on the ground. It was clear that there were no gaps in the wire at the time of attack. The Germans must have been reinforcing it for months. It was so thick that daylight could barely be seen through it. How did the commanders, miles from the front line, imagine that the British soldiers would get through the wire?

Source B: An illustration from a British newspaper, July 1916, with the title 'The Surrey Regiment Play the Game'. It shows British troops, kicking footballs, advancing on the first day of the Somme.



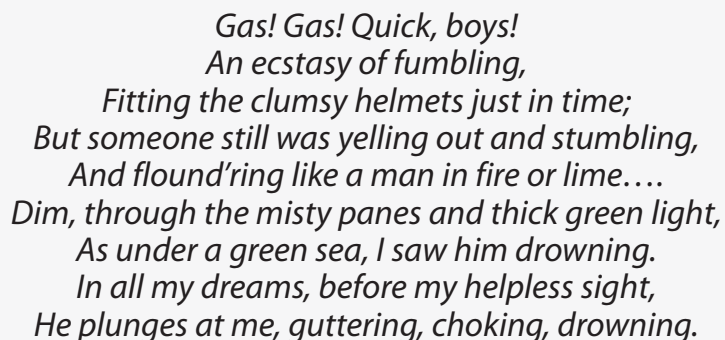
Source C: From a report by the Commander-in-Chief, Douglas Haig, to the British Government, 1 July 1916.

Very successful attack this morning. Several (officers) have said that they have never been so well instructed of the nature of the operations. All went like clockwork. The battle is going very well for us and already the Germans are surrendering freely. The enemy is so short of men that he is collecting them from all parts of the line. Our troops are in wonderful spirits and full of confidence.

Source D: A painting from 1918-19, based on earlier photographs. It shows men, blinded by mustard gas, being led to the treatment tent.



Source E: From the poem *Dulce et Decorum Est* (this is part of a Latin phrase which, translated into English, means 'It is sweet and fitting to die for one's country') written by Wilfred Owen in 1917. Owen was a British soldier who served in the trenches and was killed in November 1918.



*Gas! Gas! Quick, boys!
An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime....
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.*

Source F: From a biography of Douglas Haig, written in 1991.

If generals are judged on whether they win wars, then Haig must be judged a success. The cost of the victory was appalling, but Haig's military methods were in line with the ideas of the time. Attrition was the method used by all sides to achieve victory. Nevertheless, he did not try alternative methods which could have reduced the cost in human lives.

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Sample Mark Scheme

Option 3A: War and the transformation of British society, c.1903-28

Question Number		
1		<p>What can you learn from Source A about the early stages of the Battle of the Somme, July 1916?</p> <p>Target: Source comprehension, inference and inference support (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p>eg Source A tells me that hundreds of dead were strung on the barbed wire.</p>
2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>eg It suggests that the first day was a disaster. (2)</p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4-6	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>eg It suggests that the first day was a disaster because many died trying to get across the barbed wire.(4)</p> <ul style="list-style-type: none"> • 4 marks for one supported inference. • 5 marks for two supported inferences. • 6 marks for three supported inferences.

Question Number		
2		<p>What was the purpose of this illustration? Use details of the illustration and your own knowledge to explain your answer.</p> <p>Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Generalised statements without support from source or detailed contextual knowledge.</p> <p>eg It was drawn to show people what it was like in the trenches.</p>
2	2-3	<p>Answers which describe the source without explaining why that detail was used.</p> <p>At this level, students use detail from the source to explain the subject of the source, but do not explain either a message or a purpose.</p> <p>eg It was drawn to show people in Britain what it was like in the trenches, as most people didn't know what the war was like. You can see in the picture that the men are brave. (3)</p>
3	4-6	<p>Answers which explain the message in the source.</p> <p>At this level students are presuming that the illustration was drawn for a reason.</p> <p>Award marks according to the degree of support given.</p> <p>eg To give the message that the attacks were successful and that the troops enjoyed them so much that they kicked a football, that the British troops showed great bravery in advancing across no man's land. (5)</p>
4	7-8	<p>Answers which explain the purpose of the source.</p> <p>Purpose is distinct from message. Purpose is what the message causes to happen.</p> <p>An example of purpose is:</p> <p>eg British people will look at this and be encouraged to support the war effort. Men will be encouraged to join up. (7)</p>

Question Number		
3		Do these sources support the view that the first day of the Somme was a failure? Explain your answer. Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Generalised yes and/or no answers without support from the source. eg Responses which say yes and no. In some of the sources the first day is a failure and in others it is a success. (2)
2	3-6	Yes OR No answers with support from the source(s). 1 mark per example quoted. eg No, Source A talks about how many men were killed on the barbed wire. (3)
3	7-8	Yes AND No answers with support from the source(s). 1 mark per example quoted. Balanced answers such as: eg Source A suggests that it was a disaster because many men were killed trying to cross the barbed wire, whereas Source C says it worked well and the attack went like clockwork. Source B suggests it wasn't a disaster because although there were casualties, overall the attack was a success with the men showing enthusiasm for the fight. (8)
4	9-10	Answers which, in addition, consider the degree to which support is provided. This level also includes evaluation of sources for reliability/typicality etc. eg ...Of course, Haig in Source C may have been exaggerating the effects of the attack in order to maintain morale, whilst Coppard, in Source A, was only witness to one failed attack which may not have been typical of all the battle front. (10)

Question Number		
4		How useful are Sources D and E as evidence of the effects of a gas attack on the Western Front? Explain your answer. Target: Evaluation of sources for utility (AO1, A02 and AO3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Answers based on simple provenance - undeveloped. Students say that the sources are useful or not because they are from the time; by eyewitnesses etc, but not explained. eg I think that Source E is useful because it was by an eyewitness. Source D is not useful because the artist was not there. (2)
2	3-6	Answers which give examples of what source is useful for. Students extract useful information from sources. OR Students identify aspects of topic which we can't find out from sources (must identify what it is they can't find). 1 mark per example quoted. eg They are very useful. Source D shows that gas had a terrible effect on many soldiers who were blinded by its effects. (3)
3	7-8	Both parts of L2.
4	9-10	L2 or L3 plus evaluation of reliability of sources. This must be developed reliability (or typicality). It is not enough to say it is reliable/unreliable. Must explain why, or else mark at L2. Students must answer about utility and not just reliability on its own. Reliability on its own = L2. Award 10 marks if both sources addressed. eg Source E is useful because it suggests that a gas attack was a terrible experience for those affected by it, causing terrible suffering. It was written by someone who served in the trenches and witnessed its effects. However, it is a poem which uses dramatic language deliberately to exaggerate the effects of gas by someone who, due to personal experiences, cannot write in an objective way. (9)

Question Number		
5		<p>'The heavy British casualties on the Western Front in the years 1915-17 were mainly the result of poor leadership by the British commanders.'</p> <p>How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer</p> <p>Target: (AO1:2, AO2:2, AO3:12) QWC Strands i-ii-iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>eg There were many casualties on the Western Front. British troops attacked across no man's land with many being killed.</p> <p>or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>eg Some sources suggest that it was due to the commanders, but other sources say it was due to gas.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
		QWC i-ii-iii
2	5-8	<p>Supported answer offers a judgement on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p>eg I agree that it was mainly due to the commanders because they used outdated tactics. Source A shows that they sent men to attack heavily defended German positions. However, this was written by a British soldier who lost many friends and may want to blame the commanders.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy</p>
		QWC i-ii-iii

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issues and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p>eg As level 2 but more knowledge shown of poor commanders and uses Source C which suggests that Haig was unaware of failures of first day of Somme. Can question reliability as written by Haig, who will be trying to justify the attack.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Balanced answer exploring the evidence for and against the hypothesis. Material from the sources is precisely selected to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their reliability and /or sufficiency) in the process of coming to an overall conclusion.</p> <p>eg As Level 3 but argues against the hypothesis, using Sources C and D, which suggest that it was due to new weapons such as gas. Can bring in own knowledge of destructive power of other weapons such as machine guns and tanks. In addition uses evidence of Sources C and F which defend the role of the commanders. Most of support is against the thesis, although Source C is written by Haig to defend the attack. Source F also may not be reliable as from a biography which may be trying to defend Haig's role in First World War.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
Option 3B: War and the transformation of British society, c.1931–51

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HA03/3B

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

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Answer all questions.

This question paper is about the impact of the Blitz.

Look carefully at the background information and Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

1 Study Source A.

What can you learn from Source A about the German bombing raid on Coventry, November 1940?

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(Total for Question 1 = 6 marks)

2 Study Source B and use your own knowledge.

What was the purpose of this newspaper article? Use details of the article and your own knowledge to explain your answer.

(8)

Dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(Total for Question 2 = 8 marks)

3 Study Sources A, B and C.

How far do these sources agree about the German bombing of Coventry, November 1940? Explain your answer.

(10)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain two further pages of lines.

(Total for Question 3 = 10 marks)

4 Study Sources D and E.

How reliable are Sources D and E as evidence of the German blitz of 1940-41? Explain your answer.

(10)

Area for student response with horizontal dotted lines.

The live question paper will contain two further pages of lines.

(Total for Question 4 = 10 marks)

***5 Study all the sources and use your own knowledge.**

'Lowering the morale of the British people was the worst effect of the blitz.'

How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)

Dotted lines for writing the answer.

The live question paper will contain three further pages of lines.

(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS

Edexcel GCSE

History A (The Making of the Modern World) Unit 3: Modern World Source Enquiry Option 3B: War and the transformation of British society, c.1931–51

Sample Assessment Material
Sources Booklet

Paper Reference

5HA03/3B

Do not return this Sources Booklet with the question paper.

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Background information

In the years 1940-41 Britain suffered numerous German bomber raids which mainly targeted towns and cities. Hitler believed that the Blitz would destroy the morale of the British people and force Britain out of the war. Some historians believe that the German raids did seriously reduce the morale of the British people. Other historians claim that there were far worse effects.

So, what was the worst effect of the Blitz on the British people?

Source A: From a broadcast on Berlin radio, 16 November 1940, about the air raid on Coventry.

More than 500 planes took part in the greatest attack in the history of aerial warfare. About 500 tonnes of high explosive bombs and 30,000 incendiary bombs were dropped. In a short time all large and small factories were set on fire. The German airforce struck a violent blow in return for the British raid on Munich on the night of 8 November.

Source B: From a British newspaper, the Daily Herald, 16 November 1940.

Coventry

The bombing of Coventry was as foul a deed as Hitler ever ordered. His airmen were instructed: 'Don't worry if you cannot reach your industrial targets. Bomb and burn the city. Never mind if you hit factories. Hit houses. Have no scruples about military objectives. Kill men, kill women, kill children. Destroy! Destroy! Destroy!'

Heil Hitler! Heil bloodshed! Heil pain!

Source C: The diary entry from 16 November 1940 by a woman who lived in Coventry during the bombings.

It was not long after reaching the outskirts of Coventry that we saw evidence of the raider's visit and as we drew nearer the centre the damage became greater. We saw the devastated Rex Cinema, bombed twice over and the hospital seemed more damaged than we expected. This was deliberate bombing of non-military targets by the German brutes to terrify the ordinary citizen into fright and submission.

Source D: An official photograph, taken in the autumn of 1940, of a family of Londoners with what is left of their Anderson shelter.



Source E: From the diary of Harold Nicolson, a minister in the Ministry of Information, 17 September 1940.

Everybody is worried about the feeling in the East End of London, where there is much bitterness. It is said that even the King and Queen were booed the other day when they visited the destroyed areas. One leading member of the government says that if the Germans had the sense to bomb only the East End of London and not the area west of London bridge, there might be a revolution in the country.

Source F: From a modern world history book, published in 1996.

The impact of the Blitz (1940-41) should not be underestimated. In the Blitz, Britain suffered more civilian than military casualties. Thirty thousand people were killed in the raids and a great number of houses and buildings destroyed. Major cities and towns such as London, Coventry, Plymouth, Manchester and Liverpool suffered considerable damage. At the same time, people suffered from the stresses brought about by lack of sleep and nervous strain.

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Sample Mark Scheme

Option 3B: War and the transformation of British society, c.1931-51

Question Number		
1		<p>What can you learn from Source A about the German bombing raid on Coventry, November 1940?</p> <p>Target: Source comprehension, inference and inference support (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p>eg Source A tells me that more than 500 planes took part in the greatest attack in aerial warfare.</p>
2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>eg It suggests that the raid was a great success. (2)</p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4-6	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>eg It suggests that the raid was a great success because many factories were set on fire. (4)</p> <ul style="list-style-type: none"> • 4 marks for one supported inference. • 5 marks for two supported inferences. • 6 marks for three supported inferences.

Question Number		
2		<p>What was the purpose of this newspaper article? Use details of the article and your own knowledge to explain your answer.</p> <p>Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Generalised statements without support from source or detailed contextual knowledge.</p> <p>eg It was written to tell people about the bombing.</p>
2	2-3	<p>Answers which describe the source without explaining why that detail was used.</p> <p>At this level, students use detail from the source to explain the subject of the source, but do not explain either a message or a purpose.</p> <p>eg It was written to tell people about the bombing. You can see from this that not only were factories hit, but so were houses. Civilians were killed. (3)</p>
3	4-6	<p>Answers which explain the message in the source.</p> <p>At this level students are presuming that the article was written for a reason.</p> <p>Award marks according to the degree of support given.</p> <p>eg To give the message that the Nazis were evil because they deliberately targeted the civilian population, killing women and children, rather than aiming at industrial areas. (4)</p>
4	7-8	<p>Answers which explain the purpose of the source.</p> <p>Purpose is distinct from message. Purpose is what the message causes to happen.</p> <p>An example of purpose is:</p> <p>eg British people will read this and be encouraged to support the war effort. It is to increase hatred for the Nazis and ensure that the Blitz does not reduce civilian morale. (8)</p>

Question Number		
3		How far do these sources agree about the German bombing of Coventry, November 1940? Explain your answer. Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Generalised yes and/or no answers without support from the source. eg Responses which say yes and no. In some of the sources the raid is seen as successful and in others a failure. (2)
2	3-6	Yes OR No answers with support from the source(s). 1 mark per example quoted. eg Yes they do agree. Source A says it was a success because large and small factories were set on fire. Source B says it was a success because it killed people. (3)
3	7-8	Yes AND No answers with support from the source(s). 1 mark per example quoted. Balanced answers such as: eg There is agreement that raids caused damage. Source A suggests many factories were destroyed and Sources B and C suggest damage to non-military targets. Differences in tone - Source A praises the raid and suggests Germans targeted industrial sites. Sources B and C criticise raids and believe Germans deliberately targeted residential areas. (8)
4	9-10	Answers which, in addition, consider the degree to which support is provided. This level also includes evaluation of sources for reliability/typicality etc. eg ...Of course, the broadcast in Source A will exaggerate the impact of the raids to encourage morale in Germany and stress damage to factories to justify raids, whilst the newspaper article will emphasise the effects on women and children to turn people against the Nazis. (10)

Question Number		
4		How reliable are Sources D and E as evidence of the German blitz of 1940-41? Explain your answer. Target: Evaluation of sources for reliability (AO1, A02 and A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Answers based on simple provenance - undeveloped. Students say that the sources are useful or not because they are from the time; by an eyewitnesses etc. but not explained. eg I think that Source C is reliable because it was written at the time. Source D is reliable because the camera never lies. (2)
2	3-6	Answers which confuse reliability with utility. Students argue that the source is reliable/unreliable because of what it tells us or does not tell us. This is not a valid test of reliability. eg Source D is reliable because it shows the damage that was caused by the German bombing. (3)
3	7-8	Answers which evaluate reliability EITHER by cross-reference to other sources OR to contextual knowledge. Award 8 marks if both sources are addressed at this level. eg Source D is unreliable as it was taken by the British government for the purpose of propaganda to suggest that the German bombing was not undermining the morale of the British people and is not necessarily typical of the reaction of many civilians. (7)
4	9-10	Answers which evaluate reliability by cross-reference to other sources AND to contextual knowledge. Award 8 marks if both sources addressed at this level. eg Source D is unreliable as it was taken by the British government for the purpose of propaganda to suggest that the German bombing was not undermining the morale of the British people and is not necessarily typical of the reaction of many civilians. I also think it is unreliable because Source E says that people were so fed up that 'there might be a revolution'. That's not what this picture shows. (9)

Question Number		
5		<p>'Lowering the morale of the British people was the worst effect of the blitz.'</p> <p>How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.</p> <p>Target: (AO1:2, AO2:2, AO3:12) QWC Strands i-ii-iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC, must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>eg Hitler decided to bomb German towns and cities during 1940 and 1941. Every major town and city was attacked with many homes destroyed.</p> <p>or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>eg Some sources suggest that the worst effect was on civilian morale, but others say it was damage to houses.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Supported answer, offers a judgement on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p>eg Source D disagrees. It shows that this family is not downhearted and the blitz has not reduced morale. However, it is almost certainly a propaganda photo to keep up morale.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issues and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p>eg As Level 2. Also include evidence from Sources B and C which both suggest main damage was to buildings and that far from lowering morale, raids increased determination. However, Source B is from a newspaper which will be propaganda to keep up morale.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Balanced answer exploring the evidence for and against the hypothesis. Material from the sources is precisely selected to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their reliability and /or sufficiency) in the process of coming to an overall conclusion.</p> <p>eg However Sources E and F agree that lowering morale was the worst effect. Harold Nicolson says that people were annoyed and upset in the East End. This should be reliable as it was written in his diary and he was a government minister who would be expected to play down loss of morale. Source F suggests low morale led to nervous tension. This is from a school textbook which should be giving a balanced view.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
Option 3C: A divided union? The USA 1945-70

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HA03/3C

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

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3 Study Sources A, B and C and use your own knowledge.

Do these sources support the view that the events at Little Rock in 1957 were carried out peacefully? Explain your answer, using the sources and your own knowledge.

(10)

Dotted lines for writing the answer.

The live question paper will contain two further pages of lines.

(Total for Question 3 = 10 marks)

Edexcel GCSE

History A (The Making of the Modern World)

Unit 3: Modern World Source Enquiry

Option 3C: A divided union? The USA 1945-70

Sample Assessment Material

Sources Booklet

Paper Reference

5HA03/3C

Do not return this Sources Booklet with the question paper.

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Background information

There was much progress in the campaign for civil rights for black US citizens in the years after 1945. Some historians claim that it was the Montgomery Bus Boycott which did most to encourage such progress. Other historians argue that other factors were equally or more important.

So, what was the main reason for progress in civil rights in the years 1945-60?

Source A: Arkansas Governor Orval Faubus being interviewed in 1980 about the events at Little Rock High School in 1957.

I placed a small force of National Guardsmen on duty at Little Rock to preserve the peace. I could not wait for violence. I then promptly complied with the federal order to remove the National Guard. The next day there was disorder and the president sent 1,100 troops to Little Rock to escort the students into school. I am fully convinced that my handling of the situation helped to prevent violence and disorder.

Source B: Official BBC report, September 1957, on the events at Little Rock High School.

Nine black students have finally been able to attend Central High School in Little Rock, Arkansas. But they had to be surrounded by more than 1,000 troops, sent by President Eisenhower, to protect them against racist whites. The troops arrived last night and took over from local police after three weeks of disturbances. The students had to walk through a cordon to get to the school building. Outside, about 1,500 whites demonstrated, some violently, and at least seven were arrested.

Source C: A photograph published in US national newspapers showing one of the black students, Elizabeth Eckford, being escorted into Little Rock High School.



Source D: A statement by Martin Luther King, on behalf of the Montgomery Improvement Association, December 1956.

This is a historic week because segregation on buses has now been declared unconstitutional by order of the Supreme Court. Within a few days you will be re-boarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in face of what could be more unpleasantness, a calm and loving dignity befitting good citizens and members of our race. If there is violence in word or deed it must not be our people who commit it.

Source E: From a comic book published worldwide by the civil rights movement in 1956 with the title 'The Montgomery Story'.

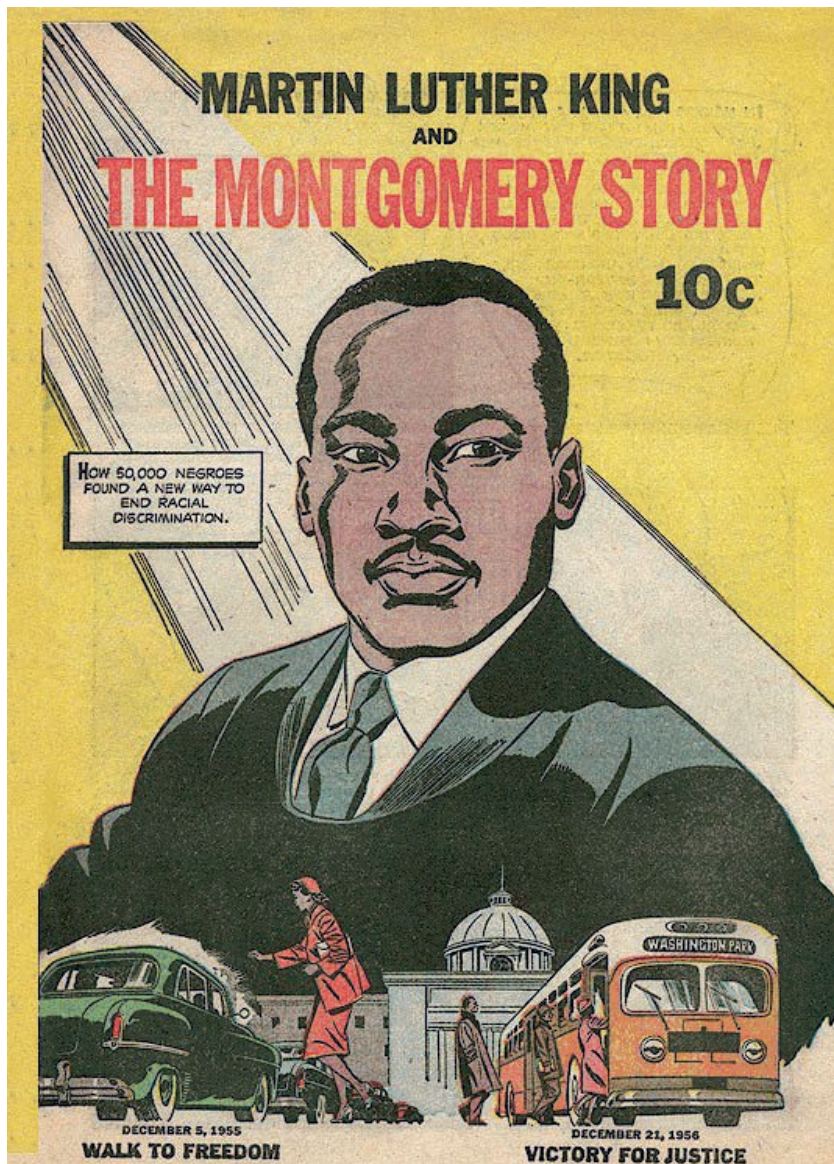


Image courtesy: www.ep.tc/mlk/

Source F: From a history of the USA, 1929-80, published in 2005.

In the years after 1945 two organisations, the National Association for the Advancement of Coloured People (NAACP) and the Congress for Racial Equality (CORE), campaigned for black civil rights. It was the NAACP, encouraged by lawyers such as Thurgood Marshall, who decided to challenge the Supreme Court over segregation. Their first success came in 1954 when the Supreme Court declared that segregated schools were illegal.

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Sample Mark Scheme

Option 3C: A divided union? The USA 1945-70

Question Number		
1		<p>What can you learn from Source A about events at Little Rock High School in 1957?</p> <p>Target: Source comprehension, inference and inference support (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p>eg Source A tells me that there was a small force of National Guardsmen on duty at Little Rock to preserve peace.</p>
2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>eg The governor must have been worried by events. (2)</p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4-6	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>eg The governor must have been worried by events because he says he placed National Guardsmen on duty. (4)</p> <ul style="list-style-type: none"> • 4 marks for one supported inference. • 5 marks for two supported inferences. • 6 marks for three supported inferences.

Question Number		
2		<p>Why was this photograph published so widely in the USA? Use details from the photograph and your own knowledge to explain your answer.</p> <p>Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Generalised statements without support from source or detailed contextual knowledge.</p> <p>Students may hint at knowledge but fail to provide it. Their answers are mere assertions.</p> <p>eg There was a lot of trouble at the time. Race relations were a hot issue.</p>
2	2-3	<p>Answers which use detail from the source OR context to explain why it was published widely.</p> <p>At this level, students either see a reason in the detail of the photograph, or use their own knowledge, or cross-refer to other sources to explain why the photograph was published widely.</p> <p>eg It shows something unusual, there is just one black girl and a whole lot of white protesters. (2)</p> <p>OR</p> <p>It supports what was said in Source A about the possibility of violence. (2)</p>
3	4-6	<p>Answers which use detail from the source AND context to explain why it was published widely.</p> <p>i.e. Both alternatives from Level 2.</p>
4	7-8	<p>Answers which explain message and or purpose of photograph.</p> <p>At this level students are presuming that the photograph was published for a reason.</p> <p>eg To give the message that there is still anti-black feeling, or how cruel whites are, how dignified the black girl is etc. (but allow also interpretation that it could have been published in some places to show support for the white community fighting with passion against changes).</p> <p>7 marks if it explains the message.</p>

		<p>8 marks if it also explains the purpose. An example of purpose is: eg The idea is that people will look at this and realize that they should not discriminate against the black students in their own community. (8)</p> <p>Purpose is distinct from message. Purpose is what message causes to happen.</p>
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Question Number		
3		<p>Do these sources support the view that the events at Little Rock in 1957 were carried out peacefully? Explain your answer, using the sources and your own knowledge.</p> <p>Target: Source comprehension and interpretation, cross-reference (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Generalised yes and/or no answers without support from the source.</p> <p>eg Responses which say yes and no. In some of the sources things seem to be peaceful, but in others there is violence. (2)</p>
2	3-6	<p>Yes OR No answers, with support from the source(s).</p> <p>1 mark per example quoted.</p> <p>eg No. Source A talks about how he had to put out National Guardsmen to stop violence. (3)</p>
3	7-8	<p>Yes AND No answers with support from the source(s).</p> <p>1 mark per example quoted.</p> <p>Balanced answers such as:</p> <p>eg In Source B, the BBC talks about 'three weeks of disturbances'. That is not very peaceful. But you could look at it another way. In Source A Faubus does say he prevented violence and in Source C the student is walking into school unharmed. (8)</p>
4	9-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level also includes evaluation of sources for reliability/typicality etc.</p> <p>eg ...Of course, Faubus may have been exaggerating his part in avoiding violence just to look good and the photo shows just one girl in an isolated event, so it's difficult to say what the general picture was. (10)</p>

Question Number		
4		How useful are Sources D and E as evidence of the impact of the Montgomery Bus Boycott? Explain your answer. Target: Evaluation of sources for utility (AO1, A02 and A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Answers based on simple provenance - undeveloped. Students say that the sources are useful or not because they are from the time; by eyewitnesses; by Martin Luther King etc. but not explained. eg I think these sources are very useful because they are from 1956-57, which was around the time of the events at Little Rock. (2)
2	3-6	Answers which give examples of what the sources are useful for. Students extract useful information from sources. OR Students identify aspects of topic that we can't find out from sources (must identify what it is they can't find out). 1 mark per example quoted. eg They are very useful. Source D shows that the Bus Boycott was successful because segregation had been declared unconstitutional. (3)
3	7-8	Both parts of L2
4	9-10	L2 or L3 plus evaluation of reliability of sources. This must be developed reliability (or typicality). It is not enough to say it is Martin Luther King and therefore reliable/unreliable. Must explain why, or else mark at L2. Students must answer about utility and not just reliability on its own. Reliability on its own = L2. Award 10 marks if both sources addressed. eg Source E is useful because it says one man's name stands out in the struggle and suggests that Martin Luther King played a key role at Montgomery. However, Source E is from a comic book and is obviously setting out to praise Martin Luther King from the start. It contains no criticisms and starts with a huge picture of King (looking very statesmanlike) before explaining that he worked 'so hard and unselfishly'. This source tells me about King but not in an objective way. (9)

Question Number		
5		<p>'The Montgomery Bus Boycott was the main reason for progress in civil rights for black Americans in the years 1945-60.'</p> <p>How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.</p> <p>Target: (AO1:2, AO2:2, AO3:12) QWC Strands i-ii-iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>eg The boycott began after Rosa Parks refused to give up her seat on the bus. This gave the black community the chance to use her arrest as a test case.</p> <p>or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <ul style="list-style-type: none"> eg Some sources say that the boycott was important. Some say it was Little Rock. <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5-8	<p>Supported answer, offers a judgement on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p>eg Source E suggests that the Montgomery Bus Boycott was the most important. It suggests that it brought publicity for MLK and furthered the cause of freedom. However, it is a comic designed to promote MLK and will exaggerate his role.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issues and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p>eg As Level 2. Also evidence of Source D which highlights success of boycott and also the methods used. However issued by Montgomery Improvement Association and may exaggerate significance of boycott. Can also bring in own knowledge about the boycott and its effects.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Balanced answer exploring the evidence for and against the hypothesis. Material from the sources is precisely selected to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their reliability and /or sufficiency) in the process of coming to an overall conclusion.</p> <p>eg As Level 3 but argues against. Sources A, B and C suggest that events at Little Rock more important - idea of local, national and international publicity. Can question reliability of Source C as a selected photograph to highlight white racism. Own knowledge on importance of Little Rock, especially intervention of Eisenhower. Use of Source F to show importance of other organisations - NAACP and CORE. Should be reliable as from textbook trying to give balanced view.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Edexcel GCSE

History A (The Making of the Modern World) **Unit 4: Representations of History** **CA5: Vietnam, 1960–75**

Sample Controlled Assessment Material

Paper Reference

5HA04/01

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Vietnam, 1960–75

Part A: Carry out a historical enquiry

Enquiry focus: Why did the USA become involved in the conflict in Vietnam?

You may focus your enquiry on:

- The impact of the 'red scare' in the USA, 1945–54
- The importance of the 'Domino Theory'
- The weakness of the South Vietnamese government led by Ngo Dinh Diem

(Total for Part A = 20 marks)

Part B i: Compare representations of history

Look at Representations 1 and 2. They are both representations of US attitudes to the Vietnam war.

To what extent do these representations differ?

(Total for Part B i = 10 marks)

Part B ii: Analyse and evaluate representations of history

Study Representations 1 and 2 again and Representation 3 which your teacher will give you.

Choose the one which you think is the best representation (i.e. portrayal) of US public opinion and explain why.

In your response you should use all three representations and your own knowledge to explain your answer.

(Total for Part B ii = 20 marks)

Representations for use in Part B

Representation 1

Words from the song 'Feel Like I'm Fixing To Die Rag (Next Stop Vietnam)' by Country Joe and the Fish. It was written in 1968.

Come on all of you big strong men
Uncle Sam needs your help again
he's got himself in a terrible jam
way down yonder in Viet Nam so
put down your books and pick up a gun we're
gonna have a whole lotta fun.

(CHORUS)

And it's one, two, three, what are we fighting for
don't ask me I don't give a damn, next stop is Viet Nam
And it's five, six, seven, open up the pearly gates
ain't no time to wonder why, whoopee we're all gonna die.

Come on generals, let's move fast
your big chance has come at last
now you can go out and get those reds
cos the only good commie is the one that's dead and
you know that peace can only be won when we've
blown 'em all to kingdom come.

Come on Wall Street don't be slow
why man this war is a go-go
there's plenty good money to be made by
supplying the army with the tools of its trade
let's hope and pray that if they drop the bomb,
they drop it on the Viet Cong.

Come on mothers throughout the land
pack your boys off to Viet Nam
come on fathers don't hesitate
send your sons off before it's too late
and you can be the first ones on your block
to have your boy come home in a box.

Representation 2

From *The USA and Vietnam 1945–75*, written in 2007 by Vivienne Saunders.

It is difficult to tell how many Americans were against the war. In a poll in October 1967, 46% of Americans felt that it had been a mistake to get involved in Vietnam, but a massive majority of Americans wanted the USA to stay there and get tougher. This poll then showed widespread support and widespread opposition to the war.

'I want us to get out, but I don't want to give up' one woman said to a pollster.

There were massive anti-war protests outside the Pentagon in October 1967. In the picture the 'war criminal' on the poster is President Johnson.



Perhaps media coverage of the Tet offensive in 1968 was the turning point. In the next few weeks Johnson's approval rating in the opinion polls fell from 48 to 36%. And a minority of Americans protested loudly.

Politicians took notice of the wishes of voters. The protests probably played an important part in bringing the war to an end.

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Edexcel GCSE

History A (The Making of the Modern World)

Unit 4: Representations of History

CA10: The impact of war on Britain, c.1914–50

CA10L: The impact of war on a locality in Britain c. 1914–50

Sample Controlled Assessment Material

Paper Reference

5HA04/01

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The impact of war on Britain, c.1914–50

Part A: Carry out a historical enquiry

Enquiry focus: How much impact did the First World War have on working lives?

You may focus your enquiry on:

- Changes in working opportunities for men and/or women in Britain in the years c.1914–29
- Changes in working opportunities for men and/or women in a locality in the years c.1914–29
- Changes in opportunities for men and/or women in a particular profession or industry nationally or in a locality in the years c.1914–29

(Total for Part A = 20 marks)

Part B i: Compare representations of history

Study Representations 1 and 2. They are representations by two authors of the reactions of British civilians to the experience of the Second World War.

How far do these representations differ?

(Total for Part B i = 10 marks)

Part B ii: Analyse and evaluate representations of history

Study Representations 1 and 2 again and Representation 3 which your teacher will give you.

EITHER

Choose the one which you think is the best representation of the reactions of British civilians to the experience of the Second World War.

OR

Choose the one which you think is the best representation of the reactions of British civilians in a locality to the experience of the Second World War.

In your response you should use all three representations and your own knowledge to explain your answer.

(Total for Part B ii = 20 marks)

Representations for use in Part B

Representation 1

From *Waiting for the All Clear*, written in 1990 by Ben Wicks.

Fifty years ago, during the Blitz, the British people showed that they didn't have to be in uniform to be heroes. The Dunkirk spirit flowed in city streets, suburban bomb-shelters and every town and village in the land. Those at home kept their great British sense of humour in the most appalling circumstances. In hardship they looked after each other. Home Guard, firemen, policemen, air raid wardens risked their own lives as they struggled to limit the destruction. Housewives bravely started again when their homes were lost.

Out of the terror and tragedy came courage and solidarity, selflessness and an unshakable determination to win through against the awesome might of the Luftwaffe.

Representation 2

From *Britain in Our Century*, written in 1984 by Arthur Marwick.

Heavy bombing of London began on a Saturday evening (7 September 1940). The capital was bombed every night for 76 nights and then on and off for a further six months. On 14 November the entire centre of Coventry was destroyed, and in November and December other cities suffered severe bomb attacks.



A photograph taken on 15 September 1940. It was published with the caption 'Their houses are wrecked, but the tenants of these buildings in North London still showed the British Grit.'

The caption to this photograph is interesting. Newspapers or photographers who wished to get a photograph accepted by the censors had to choose the words of their captions carefully. In this photograph we have the usual heroic image of people's response to the bombing, but in more recent years historians have questioned whether bombing really did strengthen morale. Did it strengthen support in Britain for the government? Certainly there are other photographs showing much less heroic pictures of people who were bombed out of house and home such as a photo showing two of the victims of Coventry squabbling with each other, but this was not published until the following February.

It may be that if the bombing had gone on much longer the morale of British civilians might have collapsed. But the evidence suggests that the British public affected by the bombing behaved bravely. We should focus on 'Mums' Army', the Women's Volunteer Service (WVS), without whom the Home Front would not have kept going. During the devastating blitz of Coventry on 14 November 1940 the WVS headquarters there was practically destroyed. But, as soon as the wave of bombs stopped, the women began their normal duties again. At 5.00 am, auxiliary fire servicemen came in for tea and sandwiches. One of them, mouth full, uttered the famous line: 'I guess the WVS have won the battle of Coventry!'

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Assessment criteria

Part A: Carry out a historical enquiry

Target:	AO1/AO2	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> • Simple comment offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered. • A limited number of sources has been identified and used in the enquiry • Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy. 	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> • Statements are developed with support that is mostly relevant and accurate but with an implicit focus on the question. The response may mainly take a descriptive form. • A range of sources has been consulted and used • Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy. 	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> • The response attempts an analysis that is linked to appropriately-selected information. The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. The response may also include accurate material that is descriptive and/or that strays from the question focus, and judgement may be implicit. • A range of sources appropriate to the enquiry has been identified and material from them has been well selected. • Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. 	11–15
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> • A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of the points made. The answer as a whole will focus well on the question. An explicit judgement is given, with a reasoned argument about the nature of change OR whether one factor was more important than the others OR the response explains the inter-relationship between two or more of the factors. • A range of sources appropriate to the enquiry has been identified and material from them has been well deployed. • Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found 	16–20

Part Bi: Compare representations of history

Target:	AO3b	10 marks
Level	Descriptor	Mark
0	No rewardable material.	0
Level 1	Comprehends the surface features of the provided representations and selects material from them. Responses are descriptions, direct quotations, or paraphrases from one or more of the sources.	1–3
Level 2	Comprehends the provided representations and selects from them, similarities and/or differences of detail. At low level two, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.	4–7
Level 3	Analyses the sources and identifies a range of similarities and/or differences in representation. Uses precisely selected detail from the provided representations to support the explanation and makes a judgement about extent.	8–10

Part Bii: Analyse and evaluate representations of history

Target:	AO3b	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> Comprehends the surface features of the provided sources and selects material. Offers simple judgements about the representation, and offers a limited amount of accurate information about the period in question. The material will mostly be generalised and linkage to the representation will be implicit. Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy. 	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> Comprehends the surface features of the provided sources and selects from them key features of the representations. Makes a judgement about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgment. Judgements may relate to the accuracy or comprehensiveness of the representation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy. 	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided sources to support the analysis. Makes a critical evaluation of the representation based on well selected information about the period in question and applying at least two clear criteria, for example, the author's purpose or objectivity, or the accuracy, comprehensiveness of the representation. Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. 	11–15
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis. Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author's purposes or objectivity, or the comprehensiveness and/or accuracy of the representation. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. 	16–20

