

# GCSE Spelling, Punctuation and Grammar Exemplification Booklet

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



## Spelling, Punctuation and Grammar Marking Criteria

These criteria are common to all four subjects – GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

However, the marks allocated to each level vary for individual subjects and units.

### Questions with four marks available for SPaG

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2–3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

### Questions with three marks available for SPaG

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Examiner Comments

# Intermediate Performance



## GCSE History A Unit 2 Option 2A: Germany 1918–39 (5HA02/2A)

There are up to 3 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

- 2 (a) Explain how the Nazis used propaganda to win support in Germany in the years 1933–39. (8)

**OR**

- 2 (b) Explain how the German economy changed in the years 1928–32. (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 .

Chosen Question Number: Question 2(a)  Question 2(b)

The nazis used propoganda to win support in germany by brain washing people so they believed the nazi ideals and ideas. This was because propoganda was every where in germany, so people get used to seeing it and took it as normal. ~~people~~ this helped them as it gained them a lot of support.

Another reason was Alfred hugenberg. He owned a lot of cinemas and newspapers in germany, so the nazis had their ideas every where. The media only showed the nazis in a good light, so they had no reason not to like the ~~was~~ nazis. This had the effect ~~of~~ of giving them support.

and votes. In conclusion, propaganda helped ~~the~~ the Nazis gain support by getting them more votes and not giving anyone any reason to hate them.

#### Examiner Comments

There is general control of meaning in the context of the demands of the question.

A good range of specialist vocabulary is used with sufficient facility to convey meaning (e.g. 'ideals', 'media', 'in a good light').

Spelling, punctuation and use of grammar show considerable accuracy, with the exception of the weak use of capital letters. Most of the capital letters have been omitted.

#### Mark

Intermediate performance

Level 2

2 marks



## GCSE History A Unit 2 Option 2A: Germany 1918–39 (5HA02/2A)

There are up to 3 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

- 2 (a) Explain how the Nazis used propaganda to win support in Germany in the years 1933–39. (8)

**OR**

- 2 (b) Explain how the German economy changed in the years 1928–32. (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 .

Chosen Question Number: Question 2(a)  Question 2(b)

Germany's economy was booming in 1928. Stresemann was Chancellor and the Dawes plan of 1924 meant the industry was recovering and economy was improving. Reparations were being payed off with the help of America and Stresemann could concentrate on rebuilding Germany.

In 1929 Stresemann employed another ~~young~~ American called Young. He came up with a plan and agreed with France that reparations needed to be decreased. This let Germany put

even more money back into the economy.

Stresemann however did face the problem of un-employment as after passive resistance had been called off many people had simply not gone back to work but figures were decreasing.

The huge problem in economy in Germany came in 1929 with the Wall Street Crash. All the money being loaned from America was pulled out and taken back as stocks and shares plummeted. Germany's economy decreased rapidly. The industries became broke and no money was circulating. After all the work it was taken away in a day. Germany's economy was at an all time low.

#### Examiner Comments

There is good control of meaning in the context of the demands of the question, though some language use is colloquial (e.g. 'broke').

There is some range in use of specialist terms (e.g. 'reperations' (sic), 'stocks and shares'), however the references to Stresemann as 'Chancellor', 'the Dawes Plan of 1924' and coping with 'passive resistance' are not appropriate for the period 1928-32 and cannot be credited in the context of the demands of the question.

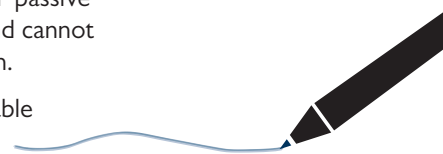
Spelling, punctuation and use of grammar show considerable accuracy although there are spelling errors.

#### Mark

Intermediate performance

Level 2

2 marks



## GCSE History A Unit 2 Option 2B: Russia 1917–39 (5HA02/2B)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

**\*3 (a)** Was the poor standard of living of the Russian people the main reason why the Tsar was overthrown in February 1917? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The poor standard of living of the Russian people
- Demonstrations and strikes in Petrograd
- Russia's failures in the First World War
- The weaknesses of Nicholas II

**OR**

**\*3 (b)** Was the use of propaganda the main reason why Stalin was able to maintain control in Russia? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The use of propaganda
- The 1936 Constitution
- Removing political opposition
- New opportunities for women and children

**(Total for Question 3 = 16 marks)**





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 .

Chosen Question Number: Question 3(a)  Question 3(b)

The main reason why the Tsar was overthrown was his army turning on him during the strikes.

During the first world war the Tsar decided to take over as commanding general, this meant that every defeat was blamed on him. Another failure was that 14 million of soldiers were dying and many of them didn't have guns or even boots to wear whilst they were in battle. Also they were having a huge effect on Russia's economy, the people were unhappy that Russia was still in the war.

In addition to the Tsar going off to war, he left his wife, Alexandra to run the country. Russian people at the time hated anything German, and many believed that she was a German spy. Also, the Tsarina was very arrogant and only took advice from Rasputin, she sacked very capable ministers, this led to Russia being severely disorganised and troops would be left with rotting food inside them.

In addition to the Tsarina being very disorganised they had poor living conditions in Russia. Russia's economy was crippled, it had severe inflation increasing from 1913-1917. Money was becoming worthless and even

basic clothing was unaffordable due to inflation. Many people died because of working conditions and starvation. This rapidly increased the opposition to the Tsar.

Finally, in February 1917, 8th strikes were held in Petrograd. The strikes were the undoing of the Tsar's reign. People marched on February 1917, the Tsar didn't react very well to this, he ordered the soldiers to kill anyone ~~every~~ anyone who was protesting against him. The soldiers at first did what the Tsar told them to do, however they turned their backs on the Tsar because they knew the people had a right to protest because of the suffering they were going through. The army ~~turned on~~ the Tsar had supported the Tsar during the 1905 revolution but this time the Tsar's luck had run out.

In conclusion, poor living standards was a big feature of the Tsar's abdication, but demonstrations, strikes and the army turning their backs on the Tsar was the main reason for the end of his reign.

#### Examiner Comments

There is good control of meaning in the context of the demands of the question, and this allows the award of the upper mark in Level 2.

There is use of a good range of specialist terms (e.g. 'Tsarina', 'ministers', 'living conditions', 'inflation').

Spelling, punctuation and use of grammar are generally correct, although there are too many errors for consistent accuracy. Paragraphing is good.

#### Mark

Intermediate performance

Level 2

3 marks

## GCSE History A Unit 2 Option 2B: Russia 1917–39 (5HA02/2B)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

**\*3 (a)** Was the poor standard of living of the Russian people the main reason why the Tsar was overthrown in February 1917? Explain your answer.

**(16)**

You may use the following in your answer and any other information of your own.

- The poor standard of living of the Russian people
- Demonstrations and strikes in Petrograd
- Russia's failures in the First World War
- The weaknesses of Nicholas II

**OR**

**\*3 (b)** Was the use of propaganda the main reason why Stalin was able to maintain control in Russia? Explain your answer.

**(16)**

You may use the following in your answer and any other information of your own.

- The use of propaganda
- The 1936 Constitution
- Removing political opposition
- New opportunities for women and children

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**(Total for Question 3 = 16 marks)**



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 .

Chosen Question Number: Question 3(a)  Question 3(b)

The use of propaganda was one reason why Stalin was able to maintain power, but it wasn't the main reason, as there were a lot of other reasons that kept him in power.

The main reason why Stalin was able to maintain control of Russia was because he removed political opposition. Stalin killed a lot of the old Bolsheviks, like Kirov, criticised Stalin's way of ruling and were looking to remove him as leader. Stalin saw him as a threat and got him killed. But Stalin also went to create the show trials, which got rid of barriers and rumors by making them confess to killing Kirov in front of the whole world just so he could get rid of them. He also got a lot of other communist members to confess and have them arrested/ executed also Trotsky being one of his main rivals he had him removed too in order to stay in power.

Another reason why Stalin was able to maintain power was because of the 1936 constitution. Stalin created the constitution so that the people of Russia can feel like they have a lot more freedom and

have the right to vote but really Stalin and his team were still in charge of it all. Stalin still chose the government, nothing really changed for the people in Russia but Stalin wanted the people to feel like they can trust Stalin and be on his side.

Third Moreover, another reason why Stalin still maintained control was because of the purges. Stalin controlled Russia using terror, people were scared to go against Stalin. He encouraged people to denounce on each other if they criticized him, no-one was safe. One woman alone denounced 8,000 people, streets cleared when she was around, a boy denounced his parents but was killed by the rest of his family and Stalin created statues after him encouraging children that it was the right thing to do. Because of the purges, no-one could go against Stalin and this made him stronger and kept him in power.

\* Lastly, the other reason why Stalin was able to maintain control was because of the use of propaganda. Stalin created a cult, he changed history. He removed Trotsky from pictures and ~~replaced~~ <sup>replaced</sup> himself in place, especially in pictures with Lenin. He made himself look close with Lenin to make people believe that they had a good friendship.

and the children of that generation began to know little about Trotsky because he was removed from everything and made to look less important - Lenin also had posters up ~~to~~ supporting the youth, the arts were even made to make Lenin look good, newspapers, books, TV and radios etc were all made to be a part of his cult.

In conclusion, the main reason why Stalin ~~stayed~~ <sup>was able</sup> to maintain ~~power~~ control in Russia was because he removed political opposition. If Stalin did not remove his rivals, Stalin would not have been able to stay in power in Russia.

#### Examiner Comments

There is good control of meaning in the context of the demands of the question.

There is use of a range of specialist terms (e.g. 'bolsheviks' (sic), 'show trials', 'denounce').

Spelling, punctuation and the use of grammar are generally correct. Although comma use and use of capital letters are areas of relative weakness, the response merits the award of the higher mark in Level 2 overall.

#### Mark

Intermediate performance

Level 2

3 marks



## GCSE History A Unit 2 Option 2C: The USA 1919–41 (5HA02/2C)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

**\*3 (a)** Was advertising the most important feature of the 'Roaring Twenties' in the USA?  
Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- 1 • Advertising
- 4 • Changes in the position of women
- 2 • Economic prosperity
- 3 • New forms of entertainment

**OR**

**\*3 (b)** Was the opposition of the Supreme Court the most difficult problem faced by Roosevelt in the years 1935–41? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The opposition of the Supreme Court
- The need to provide social security
- Radical critics such as Huey Long
- Unemployment

**(Total for Question 3 = 16 marks)**



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 .

Chosen Question Number: Question 3(a)  Question 3(b)

Advertising was an important feature of the 'Roaring Twenties' in the USA. ~~It~~

Advertising was an important part of the prosperity in the 1920s because it tricked people into buying goods. This influenced the economic boom quite significantly, making people feel like they were missing something if they didn't have the New Fridge or the Model T Ford; ~~it~~ resulting in them buying it.

This rise in advertising also caused other important things to happen; for example, economic prosperity during this time. Without the economic prosperity, manufacturers and businesses wouldn't have had enough money to pay for all this advertising in the first place. Economic prosperity arose after the first world war when Britain owed more than \$3,000 million in war debt to the USA. As a result, the USA had a lot of money to spend and so people's wages rose and





working hours fell, giving the US population time and money to spend, this also meant that manufacturers had money to spend; so this whole process went round in a cycle.

As well as new products to buy in the home, the 'Roaring Twenties' was also home to ~~a~~ a large range of new ~~entertainment~~ entertainment. The economic boom with its rising wages and falling working hours also meant that people had more leisure time. They spent this time at the Movies or ~~a~~ in the ballrooms, where new dances such as the Charleston ~~were~~ originated. This was important, because people learnt how to have a good ~~time~~ time and then also lead onto what we do in our free time today.

Along with all these bars and ballrooms came the 'Flapper' - the all new women. During the 1920s, the positions for the life of women changed. They won equal voting and nearly equal pay to men. This



was important because it meant women had this new found freedom in the country and they felt everything was more fair. It also meant that the bars became even more racy, with all these new dances and fashions.

To conclude, advertising was an 'important feature of the 'Roaring Twenties' as it lay a foundation for the economic boom and convinced people to buy, buy, buy! But it wasn't the only important factor of the 1920s; the changes in the role of women and new entertainment was important too.

#### Examiner Comments

There is good control of meaning in the context of the demands of the question.

A good range of specialist terms in the context of the period is used as required (e.g. 'economic boom', 'Roaring Twenties', 'Flapper').

Spelling, punctuation and use of grammar are sufficiently accurate to allow an upper Level 2 award overall, in spite of some minor errors and the misuse of the apostrophe. Greater accuracy here would have allowed this response into Level 3.

#### Mark

Intermediate performance

Level 2

3 marks



Examiner Comments

# High Performance



## GCSE History A Unit 2 Option 2A: Germany 1918–39 (5HA02/2A)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

**\*3 (a)** Was the Treaty of Versailles the most serious problem faced by the Weimar Republic in the years 1919–23? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The Treaty of Versailles
- Hyperinflation
- Attacks on the government
- The weaknesses of the Constitution

**OR**

**\*3 (b)** How successful was the Nazi Government in dealing with the economic problems it faced in the years 1933–39? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Changes in the standard of living
- Rearmament
- Controlling the workforce
- Public works

**(Total for Question 3 = 16 marks)**



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 .

Chosen Question Number: Question 3(a)  Question 3(b)

The Treaty of Versailles was not the most serious problem faced by the Weimar Government in the years 1919-1923. The most serious problem was hyperinflation.

This was more serious than both the Treaty of Versailles and Attacks on the government. Hyperinflation was the most serious problem because it diminished what little faith the German public had ~~had~~ <sup>left</sup> in the Weimar government.

It was also more serious than the attacks on the Government because at least the attacks could be stopped relatively quickly, whereas it took a long time to come up with a solution for hyperinflation.

~~A~~ The attacks on the Government were, however, more serious than the Treaty of Versailles. This is because the attacks on the government posed an immediate threat on the Weimar, whereas the Treaty just caused dislike for the Government. The attacks on the government also made the public think the Weimar was weak, as they had to call on first the Freikorps, and then the Trade Union to disband them.

The Treaty of Versailles was a more serious threat to the government than the weaknesses of the Constitution. The Treaty of Versailles made the German public despise and detest the Weimar government, whereas the weaknesses of the Constitution



~~only it~~ ~~was~~ was just one of many weak factors of the entire government set-up. The Treaty of Versailles was more serious because it meant the German public never even gave the Weimar a chance because they felt betrayed. The weakness of the Constitution was just another reason to add on to that.

Overall, hyperinflation was the most serious threat to the Weimar in the years 1919-1923 because it was the most serious threat to the people, and without the support of even a minority of people a government has got got any control at all.

#### Examiner Comments

There is effective control of meaning in the context of the demands of the question.

A wide range of specialist terms is used adeptly and with precision (e.g. 'constitution', 'hyperinflation', 'Freikorps', 'minority').

Combined with these qualities, there is sufficiently consistent accuracy in spelling, punctuation and use of grammar to allow a Level 3 award overall, although some commas are omitted.

#### Mark

High performance

Level 3

4 marks



## GCSE History A Unit 2 Option 2B: Russia 1917–39 (5HA02/2B)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

**\*3 (a)** Was the poor standard of living of the Russian people the main reason why the Tsar was overthrown in February 1917? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The poor standard of living of the Russian people
- Demonstrations and strikes in Petrograd
- Russia's failures in the First World War
- The weaknesses of Nicholas II

**OR**

**\*3 (b)** Was the use of propaganda the main reason why Stalin was able to maintain control in Russia? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The use of propaganda
- The 1936 Constitution
- Removing political opposition
- New opportunities for women and children

**(Total for Question 3 = 16 marks)**



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 .

Chosen Question Number: Question 3(a)  Question 3(b)

Stalin was able to maintain his position and control Russia in a variety of ways. He used propaganda, he used the Purges, <sup>and</sup> he used the 1936 Constitution. All of these ways allowed Stalin to remain in power. But was the use of propaganda the main reason why Stalin could maintain control?

Stalin used propaganda a lot in his rule. He used it to motivate his workers during the Five Year Plans, to make himself look good in the eyes of the public and generally to maintain control. He censored all works which criticised him, calling them 'bourgeois' and firing the people who created them. An example of this is when Osip Mandelstam ~~wrote~~ <sup>wrote</sup> a novella, which openly criticised Stalin. He was put in a labour camp. Socialist Realism was brought in, meaning that artists could only paint pictures celebrating Socialism or Stalin. Stalin's cult of personality made him look as though he was a God, father of the people and an ordinary person. If he were all of these things, who would dare oppose him?

Stalin also used the Purges to remain in control. He used Sergei Kirov's death in 1934 as an excuse to start the Purges, so as to cleanse Russia of people against the government. The show trials made old Communists, and current, Communists look as though they have been conspiring against the government by making up evidence (e.g. one person was accused of plotting in a hotel which had been knocked down two years before) and torturing



the people on trial until they admitted to doing it. Zinoviev, Kamenev, Marshal Tukhachevsky (Supreme Commander of the Red Army) and Bukharin went this way. But Stalin also purged the army and the people. About 25000 officers were killed from the army. One fourth person from every family in Russia was killed in the Purges. This created fear. Who would want to oppose Stalin if he would kill you when you did?

He also used the 1936 Constitution to control people. This Constitution was made to keep the people happy. It said that the Supreme Soviet would rule the country. It was made up of 2 houses: the Soviet of Union and the Union of Nationalities. Both of these would contain elected people in them. The Supreme Soviet would meet a few times per year, but for more than 1 week at a time. The Presidium would rule all of the time the Supreme Soviet were away. The 1936 Constitution also contained a Bill of Rights, giving people freedom of speech and religion. The idea of a democratic government and the freedom of expression pleased the people (although it didn't work in practice). Who would want to oppose someone like who cares as much for the people as Stalin did?

The use of propaganda may have been big, but I believe that the Purges was the main reason why Stalin stayed in control. Propaganda may be good - it can reach a wide audience but not everyone believed the propaganda, so it wouldn't have kept him in control on its own. The Purges however, was a sort of censorship of its own. The Purges created fear which was so great, people started thinking and acting

differently, so as not to be killed or arrested. The 1936 Constitution may have made the people happy, but the reason why Stalin remained in control after it, was because of his army (he could use it to maintain power). This is why I think the Purges were the main reason as to why Stalin maintained control.

#### Examiner Comments

There is effective control of meaning in the context of the demands of the question in this lengthy response, which exemplifies high Level 3 performance.

A wide range of specialist terms is used adeptly and with precision (e.g. 'censored', 'Socialist Realism', 'show trials', 'Supreme Soviet').

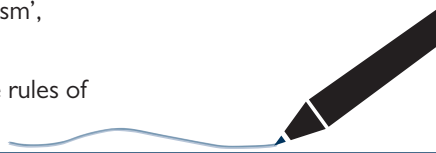
The candidate spells, punctuates and uses the rules of grammar with consistent accuracy.

#### Mark

High performance

Level 3

4 marks



## GCSE History A Unit 2 Option 2C: The USA 1919–41 (5HA02/2C)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

**\*3 (a)** Was advertising the most important feature of the 'Roaring Twenties' in the USA?  
Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Advertising
- Changes in the position of women
- Economic prosperity
- New forms of entertainment

**OR**

**\*3 (b)** Was the opposition of the Supreme Court the most difficult problem faced by Roosevelt in the years 1935–41? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The opposition of the Supreme Court
- The need to provide social security
- Radical critics such as Huey Long
- Unemployment

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**(Total for Question 3 = 16 marks)**

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 .

Chosen Question Number: Question 3(a)  Question 3(b)

No one single thing was the most difficult problem faced by Roosevelt. Collectively the Supreme Court, strikes, unemployment and social security were a mammoth to overcome. Individually, however they were a easier tasks.

The Supreme Court had to ~~decide~~ <sup>to</sup> decide whether the laws and actions Roosevelt made were unconstitutional (against the American constitution - illegal). Roosevelt usually managed to use legal loop holes to get around his troubles with the Court, but a large amount of the Supreme Court were political opponents (Republicans since Roosevelt was a Liberal Democrat) and so Roosevelt and the Supreme Court were often at odds.

However Social Security and unemployment were Roosevelt's most difficult problems, as they involved fixing all the problems suffered by America for roughly two decades. They had to be fixed quickly, in order to get the American economy back on track. Roosevelt did this by placing new laws and restrictions on banks and businesses to prevent exportation (which helped restore people's confidence in banks) and kickstart the economy, but they wouldn't work on it's own. Roosevelt also had to repair the damage done to agriculture. ~~This wouldn't work on it's own~~ and create lots of jobs. He

did that using 'alphabet agencies'. These agencies  
~~managed~~ managed businesses, infrastructure and the environment.  
Roosevelt used these agencies to repair the economy <sup>and agricultural</sup> industry  
which ~~was~~ <sup>was</sup> creating a huge amount of jobs for people.

Another problem faced by Roosevelt was his political critics.  
Huey Long was a major opponent who said he did too little.

### Examiner Comments

This is an example of an unfinished answer where a candidate, in spite of obvious haste, manages to maintain enough control of writing to merit a borderline award of Level 3.

Effective control of meaning is evident in the introduction and the two paragraphs which are completed.

In spite of the slip regarding 'Liberal Democrat', a wide range of specialist terms is used with precision (e.g. 'unconstitutional', 'Republican', 'alphabet agencies', 'political critics').

Spelling, punctuation and use of grammar are consistently accurate.

### Mark

High performance

Level 3

4 marks



## GCSE History A Unit 3 Option 3B: War and the transformation of British society c1931–51 (5HA03/3B)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

### \*5 Study all the sources (A to F) and use your own knowledge.

'Women were pleased to do men's jobs in the Second World War.'

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)

Source A agrees with this statement to a certain extent. This is because Joyce Watts seemed very happy to be working on the Women's Land Army; "I still have fond memories of the good times that I had." However, it does not state that she was happy because she was doing a man's job, she might have just been happy there because it was changing the way women were looked at in society by the men, and they were finally gaining more respect as their roles changed.

Source B does agree with the statement completely. This is because it shows a woman at work on a farm, in the clothes that men commonly wore whilst working (polo shirt and ~~jeans~~ trousers) and looking very happy while doing so. The writing on the poster also says it is a "healthy, happy job".

Source D is another painting, which shows a woman hard at work

in a factory. It is obviously a man's job, as it looks very dangerous because there is no safety equipment, and the men would be wearing the same clothes as she is. I would suggest that this source does not agree with the statement because ~~the~~ the woman in the foreground looks very miserable while doing a man's job.

Source F is ~~a~~ from a book, talking about ~~the~~ woman doing men's jobs during WW2. ~~A~~ Although it states that "women were pleased to be involved in useful work", it also suggests that the men were ruining their experiences. "...the attitude of some male workers was not welcoming... jobs done by women... were simply renamed so the women could be paid at a lower rate..." This would have obviously spoilt the women's experiences, but only to a certain extent.

In conclusion, I would suggest that ~~the~~ most women enjoyed working in men's jobs, because it changed

their roles in society and helped  
them to become more respected by the  
men.

#### Examiner Comments

There is effective control of meaning in the context of the demands of this question. The candidate's reasoning is clear.

The question requires specialist terms in the sense of specialist language of source analysis, and this specialist language is evident in the use of reasoning and qualification of points (e.g. 'However it does not state....', 'although it states...', 'it also suggests...').

Spelling, punctuation and use of grammar are consistently accurate.

#### Mark

High performance

Level 3

4 marks





## GCSE History A Unit 3 Option 3A: War and the transformation of British society c1903–28 (5HA03/3A)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

### \*5 Study all the sources (A to F) and use your own knowledge.

'The Battle of Mons was the most important reason for the failure of the Schlieffen Plan'.

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)

Sources A and C both show the Battle of Mons as a great success on the British's behalf as they discuss the heavy losses of the Germans and how they had to retreat. I know from my own knowledge that, although the BEF were very small compared to the German's army, they were very accurate with their Lee-Enfield rifles and therefore, the sources are quite truthful about the BEF's great success.

However, source E, is a very self-promoting source by Sir John French and, without many precise facts and figures, I don't believe this source to be very helpful.

Source D is showing the Belgians, without fail and little injury, to be defeating the Germans and source F states how "the German advance was slowed down by the Belgians and the BEF", so on one hand the Belgians contribution to the failure of the Schlieffen Plan was the most important as, when the Germans plan to sweep through Belgium, the Belgians, put up more of a fight than was expected.

On the other hand, source F states that the "German armies that invaded Belgium were 100,000 ~~so~~ soldiers short of Schlieffen's original estimate".

suggests that the Belgians had it easy and were perhaps already at ~~an~~ an advantage. Source F also states that "The Battle of the Ypres finally ended the advance of the German armies" which, quite straight forwardly, means that the authors of this textbook believes ~~is~~ the failure of the Schlieffen plan was down to the Battle of Ypres.

Source B is also showing the Battle of Ypres to be the main contributing factor\* of the Schlieffen Plan as it shows the British on their feet, unharmed and the Germans dead. However, this is a promotional illustration so is not too useful.

There is also a chance that, although the Battle of Ypres was the final straw to the failure of the Schlieffen Plan, it may not have been without the help of the Belgians.

Source F focuses on the change to the Schlieffen Plan and how this had an effect on the failure of it, so it could have been a mixture of these three things that lead to the Germans having to retreat, although the BEF's bravery is portrayed more than the Belgians' bravery.

#### Examiner Comments

This response conveys complex reasoning and the candidate's control of meaning is effective in the context of the demands of the question, although the colloquial use of 'down to' weakens the overall impression of a very high-level response.

A good range of specialist terms and language is adeptly used (e.g. 'heavy losses', 'retreat', 'suggests', 'self-promoting', 'portrayed', 'focuses').

The use of grammar is good, with complex sentence construction. In spite of the presence of minor errors in spelling and punctuation, the response overall just meets the criterion of consistent accuracy in spelling, punctuation and use of grammar.

#### Mark

High performance

Level 3

4 marks

Examiner Comments

# Threshold Performance



## GCSE History A Unit 2 Option 2B: Russia 1917–39 (5HA02/2B)

There are up to 3 additional marks for spelling, punctuation and grammar available for this question.

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

**EITHER**

- 2 (a) Explain the steps by which the Whites were defeated in the civil war in Russia (1918–22). (8)

**OR**

- 2 (b) Explain how Stalin industrialised the Soviet Union in the years 1928–39. (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 .

Chosen Question Number: Question 2(a)  Question 2(b)

The steps by which the whites were defeated in the civil war in Russia in 1918-22 were because they were too spread out, their morality was low & ~~that they didn't get together~~ the whites didn't have any good officers.

In 1918 civil war broke out between the Russia & the whites & the whites were defeated because they were too spread out. This had an impact because they attacked simultaneously & not attacked all at once. Also since they were too spread out this gave the Russian army a chance to take from the whites them out one by one. Many officers & men died because of Ambushes.

Also the whites morality was low was a reason why the whites were defeated in the civil war

In Russia in 1918-1922 because since the whites morality was low they were easily defeated because they had no motivation to try & win the civil war.

Lastly the whites did not have any good officers during the civil war in 1918-22 ~~the~~ this had an impact on why the whites lost because they did not have any good experience in war.

#### Examiner Comments

The material relates to the context of the question and meaning is made reasonably clear in spite of the misuse of 'morality' and 'simolaniuosly' (sic).

A limited range of specialist terms is used (e.g. 'civil war', 'spread out', 'impact', 'motivation').

There are errors in spelling, punctuation and grammar, but there is basic use of paragraphs, and enough accuracy for the award of Level 1.

#### Mark

Threshold performance

Level 1

1 mark



## GCSE History A Unit 3 Option 3B: War and the transformation of British society c1931–51 (5HA03/3B)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

### \*5 Study all the sources (A to F) and use your own knowledge.

'Women were pleased to do men's jobs in the Second World War.'

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)

All of the sources link to this final source F because ~~three~~ <sup>two</sup> of four of the sources are biased ~~three~~ <sup>two</sup> biased in a bad way, making the war work sound dreadful and painful, whilst the other two make the work sound easy and happy and they were posters so ~~they~~ the government would have wanted the working sound good or look good where as source A is ~~a~~ ~~no~~ neither biased or non-biased it is simply telling the story as she remembers it.

Source F is wrong and right many women liked the work they did and though it was fun and not hard work but

Some women did dislike the work they did because they found it to hard of they did not enjoy their time at all. Source F may also be wrong because not many men cared whether women helped or not they were more greatful that they had some one to help them do their work.

#### Examiner Comments

Errors do not hinder meaning in the response.

There is limited use of specialist language relevant to the demands of the question (e.g. 'biased', 'making the war work sound...').

Although there are errors, there is reasonable accuracy in spelling, punctuation and the use of grammar. Sentence construction is weak.

#### Mark

Threshold performance

Level 1

1 mark



## GCSE History A Unit 3 Option 3C: A divided union? The USA 1945–1970 (5HA03/3C)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

### \*5 Study all the sources (A to F) and use your own knowledge.

'The *Brown v Topeka* case made a real difference to integration in schools in the USA in the years 1954–60'.

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)

The *Brown v Topeka* case made a huge difference to the integration in schools. The case started to open other people eyes and made them investigate the case and get to know all the facts about it. The case started to open many people eyes. Also others it persuade to take an action towards the case everything that has happened had an influence on many people.

Many people were starting to realise what was happening around and to find a way to make an impact on it somehow. Many black people were trying to show others that they would if they would have to use violence against others. They wanted to achieve their equal rights no matter what. They were pushed to fight so they would achieve their equal rights.



Most of the times are biased some of them  
is very much against black people and some  
of them want to help them and not to be  
against them.

#### Examiner Comments

Meaning is made reasonably clear.

A limited range of specialist terms is used (e.g. 'equal rights', 'biosst' (sic)).

There is some construction of sentences, with reasonable accuracy in spelling and basic punctuation.

#### Mark

Threshold performance

Level 1

1 mark



## GCSE History A Unit 3 Option 3C: A divided union? The USA 1945–1970 (5HA03/3C)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

### \*5 Study all the sources (A to F) and use your own knowledge.

'The *Brown v Topeka* case made a real difference to integration in schools in the USA in the years 1954–60'.

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)

sources A, C, D, F agrees with the statement that the brown v Topeka case made a real difference to integrate integration in schools in the USA

Source A talks schools integration and the feelings people have. If you work hard to your goal segregation will finally stop

Source C is about segregation and Jim Crow Law comes to an end. This means that black Americans will get their educational back and go school properly.

~~It is~~ Brown v Topeka made a difference to integrations in schools in USA 1954-60.

source D is about a class together after segregation ended, black and white kids learning together they look quite happy. So overall Brown v Topeka case did make a difference to integration in schools

Source F is 17 states segregated and it increases.

In conclusion I think The brown v Topeka did make a real difference to integration in the schools in the USA and the sources that agree with it are sources A, C and D. It has changed many children lives about going to school with different different race.

#### Examiner Comments

Errors do not hinder meaning in this response.

Some specialist terms are used in the context of the question (e.g. 'segregation', 'Jim Crow laws'), but 'educational' and 'integrations' are misused.

There is reasonable accuracy in spelling, punctuation and the use of grammar in simple sentences. The qualities in this response are sufficient overall for the award of Level 1.

#### Mark

Threshold performance

Level 1

1 mark



## GCSE History A Unit 3 Option 3C: A divided union? The USA 1945–1970 (5HA03/3C)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

### \*5 Study all the sources (A to F) and use your own knowledge.

'The *Brown v Topeka* case made a real difference to integration in schools in the USA in the years 1954–60.'

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)

Source A made a difference this was because it was a printed comment from President ~~Ese~~ Eisenhower on May 1954 and in ~~Source A~~ Source A he basically wanted the Black and white to share school.

Source B also made a difference because it was from the Southern Manifesto a statement that was signed in March 1956 by 100 members of the Congress and saying that it is to destroy the peaceful relations of the Black and white.

Source C is useful for making the difference as this is a letter by William Patterson the ~~pres~~ leader of the Civil Rights Movement and the letter is about congratulating Mr. White on the ~~for~~ great great victory.

Source D is ~~usef~~ useful But limited  
~~the~~ this is because it is just a photo-  
graph ~~and~~ of Black and white children  
in a class together I ~~Desent~~ show you Before  
or after the photo was taken

Source E is an article from ~~the~~ a  
Newspaper telling you still after 2 weeks  
of being for the Black students Being at  
Little Rock high School and still being abused  
like getting stones checked a girl shoved into a  
lake and they support because it showing  
that they is still problem and need to work  
order to solve the problem and also disagrees with  
the question

Source F is ~~is~~ use ful because it is from  
a history ~~it~~ text Book and which means  
it true it supports it because it tell you the  
trouble the Black students where through

#### Examiner Comments

Errors do not hinder meaning in this response.

Some specialist terms are used independently in the context of the question (e.g. 'abused', 'limited'), but most are transcribed from the source attributions.

There is some simple paragraphing and reasonable accuracy in spelling and the use of grammar, although there is misuse of capital letters. Punctuation is lacking. The qualities in this response are only just sufficient for the award of Level 1.

#### Mark

Threshold performance

Level 1

1 mark

Examiner Comments

# Below Threshold Performance



# GCSE History A Unit 3 Option 3C: A divided union? The USA 1945–1970 (5HA03/3C)

There are up to 4 additional marks for spelling, punctuation and grammar available for this question.

## \*5 Study all the sources (A to F) and use your own knowledge.

'The *Brown v Topeka* case made a real difference to integration in schools in the USA in the years 1954–60.'

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)

Almost all the sources involve  
a good thing about brown vs  
Topeka, you could also tell that  
some people were getting adjectives, so  
they <sup>wrote</sup> ~~wrights~~ thing to keep the  
black people from advancing and getting wrights  
because then they wouldn't be in  
charge or the black people and  
won't be able to get cheap  
labour.

It does go far until you reach  
source B where the Supreme  
Court didn't like the act that  
black people wanted rights and  
tried to stop linking brown but  
failed at the end.

### Examiner Comments

The reference to the Supreme Court is not accurate in the context of the demands of the question; this sentence is not assessed for spelling, punctuation and use of the rules of grammar.

Errors hinder meaning in the remainder of this response, though some relevant comments can be discerned (e.g. 'wrote thing (sic) to keep the black people from advancing and getting wrights' (sic)).

There are some basic spelling errors (e.g. 'where' for 'were', 'wrights'), but spelling shows reasonable accuracy. Punctuation and use of the rules of grammar within the context of the demands of the question are weak.

Overall, the weaknesses in relation to both these key areas (conveying meaning and SPaG) keep this response just below threshold performance.

### Mark

Below Threshold performance

Level 0

0 marks

