

# Mark Scheme (Results)

## Summer 2008

GCSE

### GCSE History (1335) Paper 02

## 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.

| Question Number |            | Target   |
|-----------------|------------|--|
| <b>1 (a)</b>    |            | Comprehension of a source. (AO 2)  |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material   |
| <b>1</b>        | <b>1-2</b> | Simple statements about the waste of land under the open field system or poor use made of common land or heath direct description of the source only.  |
| <b>2</b>        | <b>3-4</b> | Developed statements making inferences from the source or that clearly demonstrates understanding of extract with effective use of the source in support e.g. waste of time and money and bad effect on the rich. Simplistic list Max 3. |

| Question Number |            | Target   |
|-----------------|------------|--|
| <b>1 (b)</b>    |            | Corroboration by cross-referencing of sources. (AO 2)  |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material   |
| <b>1</b>        | <b>1-3</b> | Simple statements indicating one area of support or several basic statements such as all mention or show open fields. Allow reference to statements that the map doesn't directly reveal weaknesses N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) |
| <b>2</b>        | <b>4-6</b> | Developed Statements indicating areas of support or lack of it using all three sources e.g. Source B and A mention inefficiency of open field system and C and A refer to the common land but B does not show. Can comment on extent of support for top mark.                                      |

| Question Number |            | Target   |
|-----------------|------------|--|
| <b>1 (c)</b>    |            | Making judgement relating analysis of sources to contextual knowledge. (AO 2)  |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material   |
| <b>1</b>        | <b>1-3</b> | Simple statements about the sources regarding value simply as information contained e.g. one shows the new field patterns and owners etc and the other outlines the cost.  |
| <b>2</b>        | <b>4-6</b> | Developed statements on value of the sources making use of both sources using origin/content indicating value of sources OR can make inferences from the sources about value e.g. an enclosure map showing the effects in one area and the other statistics showing costs again in one area. Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in context. |
| <b>3</b>        | <b>7-8</b> | Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. only one area, or the value of a contemporary map.                              |

| Question Number |       | Target   |
|-----------------|-------|--|
| 1 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. some benefits such as extra work or no indicates areas where some people suffered as a result of enclosure.   |
| 2               | 4-6   | Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate ways in which better off farmers gained and poor often did not. Could indicate some advantage of enclosure for labourers. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2.          |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of sources and supported by appropriately selected knowledge e.g. understands that the issue is not simplistic that agriculture may have benefited but the poor sometimes lost out due to cost or in areas where the common land was lost. Can make some evaluation of economic and social gains and losses. |
| 4               | 11-12 | Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the concept of balance and can place benefits and loss in context economically, socially or geographically. Focuses specifically on effect on both labourer and small farmer.                   |

| Question Number |      | Target   |
|-----------------|------|--|
| 2 (a)           |      | Comprehension of a source. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements about either relief should be in workhouses or poor conditions.  |
| 2               | 3-4  | Developed statements making inferences from the source or that shows clear understanding of source both in terms of recommendation e.g. to make conditions worse than the worst conditions outside to discourage paupers seeking parish relief. Simplistic list Max 3. |

| Question Number |      | Target   |
|-----------------|------|--|
| 2 (b)           |      | Corroboration by cross-referencing of sources. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements indicating one area of support or several basic statements such as outdoor relief stopped in Sources A and B and separation of inmates shown in sources B and C. Response should focus on Source A, workhouse should be an unpleasant place N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) |
| 2               | 4-6  | Developed statements indicating areas of support or lack of it using all three sources such as poor conditions in all three but can indicate other areas not supported C does not directly mention poor conditions inside the workhouse. Can comment on extent of support for top mark.  |

| Question Number |      | Target   |
|-----------------|------|--|
| 2 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements about the sources regarding value simply as information contained e.g. shows ill treatment or separation of the sexes.   |
| 2               | 4-6  | Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources OR can make inferences from the sources about value e.g. a drawing of the period or an extract from a novel attacking the new system. Can make some comment on possible limitations. Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in context.  |
| 3               | 7-8  | Developed explanation of value making effective use of the sources as well as origin nature and purpose supported by appropriately selected knowledge of relative value. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. elements of bias and only indicates one artist's view and the other fictional but can see value as well. |

| Question Number |       | Target   |
|-----------------|-------|--|
| 2 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. it did treat the poor badly with buildings more like prisons.   |
| 2               | 4-6   | Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where the new law made conditions worse for the poor or treated them badly or benefited them by encouraging industry and self reliance.<br>Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2. |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. understands misery inflicted using both sources and own knowledge such as the Andover scandal. Can indicate possibly where improvements were made provision of food and shelter and education for children - not a simplistic judgement                      |
| 4               | 11-12 | Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. can make a balance evaluation of both sides of the argument.   |

| Question Number |      | Target  |
|-----------------|------|---|
| 3 (a)           |      | Comprehension of a source. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements about hunger and lack of work.  |
| 2               | 3-4  | Developed statements making inferences from the source OR that shows clear understanding of above but for the top mark can make more effective use of the source in support e.g. they believed that the vote was only a means to an end. Simplistic list Max 3. |

| Question Number |      | Target   |
|-----------------|------|--|
| 3 (b)           |      | Corroboration by cross-referencing of sources. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements indicating one area of support or several basic statements such as reference to desperation and problems in all three sources. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)  |
| 2               | 4-6  | Developed statements indicating areas of support or lack of it using all three sources in some sources e.g. mention of use of the failure of the 1832 Act in B and C. Sees getting the vote as solution to all other problems implied in all three. Can comment on extent of support for top mark. |

| Question Number |      | Target  |
|-----------------|------|---|
| 3 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-3  | Simple statements about the sources regarding value simply as information contained e.g. shows Chartist use of violence and avoidance of it in E.   |
| 2               | 4-6  | Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources OR can make inferences from the sources about value e.g. one drawing of an violence and use of weapons and the other by a Chartist in favour of not using force and therefore biased. Can make some comment on possible limitations. Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in content. |
| 3               | 7-8  | Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one from an opponent of using force and the other an artists impression and use of exaggeration.   |

| Question Number |       | Target  |
|-----------------|-------|---|
| 3 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)  |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. yes failure was down to use of violence or divided leadership.   |
| 2               | 4-6   | Developed statements offering points in support of a view using sources OR relevant knowledge e.g. giving possible reasons to support either view or more balanced account. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2.   |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of the sources supported by appropriately selected knowledge e.g. understands that arguments valid both for and against or well argued and supported argument for or against e.g. Chartist leaders were divided many against use of violence but where it was used it put many off giving support can indicate other reasons why Chartism lost support e.g. such as support for the ACLL or Trade unions. |
| 4               | 11-12 | Sustained argument giving a reasoned judgement that making effective use of the sources as evidence supported by precisely selected knowledge e.g. that indicates relative importance of the factors involved. Shows awareness of a range of possible interpretations not simply a one-dimensional response.  |



| Question Number |      | Target   |
|-----------------|------|--|
| 4 (a)           |      | Comprehension of a source. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements about poor conditions and long hours or fines.   |
| 2               | 3-4  | Developed statements making inferences from the source OR that shows clear understanding of source such as poor conditions, boredom and punishment. Simplistic list Max 3. |

| Question Number |      | Target  |
|-----------------|------|---|
| 4 (b)           |      | Corroboration by cross-referencing of sources. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-3  | Simple statements of support indicating one area of support or several basic statements such as poor treatment on sources B and C and all refer to children working. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) |
| 2               | 4-6  | Developed Statements indicating areas of support or lack of it using all three sources e.g. Not all dealing with bad treatment C indicates good conditions. Only source that refers to violence is B. Can comment on extent of support for top mark.                |

| Question Number |      | Target  |
|-----------------|------|---|
| 4 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-3  | Simple statement about the sources regarding value simply as information contained e.g. both of them about child labour one shows dangers the other not.  |
| 2               | 4-6  | Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources OR can make inferences from the sources about value e.g. both from the time an official report the other from a mine owner. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context.  |
| 3               | 7-8  | Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one from a person hostile to the cause of mine reform and exaggerated the other only one factory an artists impression of conditions but part of an official report. |

| Question Number |       | Target   |
|-----------------|-------|--|
| 4 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. yes because conditions were bad and dangerous.  |
| 2               | 4-6   | Developed statements offering points in support of view using sources OR relevant knowledge e.g. that children were badly treated although many parents against reform as well as factory and mine owners. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2. |
| 3               | 7-10  | Developed explanation making a judgement making confident use of the sources and supported by appropriately selected knowledge e.g. understands that a range of factors were involved and although arguments against reform and good conditions in some mines/factories there was a real need for protection of young etc. |
| 4               | 11-12 | Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. evaluation of a range of arguments with clear identification of areas of need and arguments against.   |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (a)           |      | Comprehension of a source. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements about against their methods in favour of peaceful methods.   |
| 2               | 3-4  | Developed statements making inferences from the source or shows clear understanding of the methods given in terms of violent methods but does feel that they are in some way justified and have achieved something. Simplistic list Max 3. |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (b)           |      | Corroboration by cross-referencing of sources. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements indicating one area of support or several basic statements such as recognition of the fact that Suffragettes did use forceful methods or describes methods used. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)        |
| 2               | 4-6  | Developed statements indicating areas of support or lack of it using all three sources e.g. noting that Sources A and C explicitly are against these methods less obvious in B. B also is the only one to describe specific use of force. Can comment on extent of support for top mark. |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statement about the sources regarding value simply as information contained e.g. shows how badly women were treated and the other they only had themselves to blame.  |
| 2               | 4-6  | Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources OR can make inferences from the sources about value e.g. one from a poster in support of the suffragettes the other justification from the Home Secretary. Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in context.  |
| 3               | 7-8  | Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of each source as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one out to discredit force feeding the other justification offered for the humane treatment provided by the Government. |

| Question Number |       | Target   |
|-----------------|-------|--|
| 5 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)<br>Difficult concepts - treat generously  |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-3   | Simple statement indicating yes or no with limited use of sources or own knowledge e.g. yes put people off giving such women the vote or no got attention denied by other methods.   |
| 2               | 4-6   | Developed statements offering points in support of a view using sources and/or relevant knowledge e.g. can clearly indicate areas where the suffragette activity worked against the cause of women. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot do above level 2.        |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. how other factors such as the war improved, the position of women in society but also shows awareness of work of suffragists. Can place success or otherwise of suffragette action in context. |
| 4               | 11-12 | Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. how other factors such as the war improved, the position of women in society but also shows awareness of work of suffragists. Can place success or otherwise of suffragette action in context. |

| Question Number |      | Target  |
|-----------------|------|---|
| 6 (a)           |      | Comprehension of a source. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements about offered the chance of escape or the type of films offered.  |
| 2               | 3-4  | Developed statements making inferences from the source OR shows clear understanding of films offered and reasons for cinema popularity. More effective use is made of the source in support. Simplistic list Max 3. |

| Question Number |      | Target   |
|-----------------|------|--|
| 6 (b)           |      | Corroboration by cross-referencing of sources. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements noting one area of similarity or several basic statements such as offered chance of escape in sources A and C and popularity of adventure in all three. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) |
| 2               | 4-6  | Developed statements indicating areas of support or lack of it using all three sources e.g. Source B doesn't reveal reasons for popularity or range of types of film. Can comment on extent of support for top mark.   |

| Question Number |      | Target   |
|-----------------|------|--|
| 6 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements about the sources as regarding value simply as information contained e.g. shows the number of people attending the cinema the other a personal view of the cinemas popularity.   |
| 2               | 4-6  | Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources OR can make inferences from the sources about value e.g. one from statistics the other from a one persons point of view. Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in context.                          |
| 3               | 7-8  | Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one data, the other only provides details of positive impact. |

| Question Number |       | Target   |
|-----------------|-------|--|
| 6 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. yes and can give examples of educational value or just cheap thrills.   |
| 2               | 4-6   | Developed statement offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where cinema did make people think and could educate. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot do above level 2. |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of the sources supported by appropriately selected knowledge e.g. how cinema has educated with examples Disney for example or other films that are purely entertainment.   |
| 4               | 11-12 | Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the nature of and extent of effect of the cinema and use it has been put to and can make a balanced judgement.          |

| Question Number |      | Target   |
|-----------------|------|--|
| 7 (a)           |      | Comprehension of a source. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements taking the sources at face value, e.g. people were unemployed but many were at work and some industries boomed.  |
| 2               | 3-4  | Developed statements making inferences from the source OR shows clear understanding of the source, e.g. references to the areas of unemployment and areas of prosperity Simplistic list Max 3. |

| Question Number |      | Target  |
|-----------------|------|---|
| 7 (b)           |      | Corroboration by cross-referencing of sources. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-3  | Simple statements noting one area of support or several basic statements such as B does support A because it shows that the numbers of people not working have a regional basis, C shows areas that thrived because of new industries. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) |
| 2               | 4-6  | Developed statements indicating areas of support or lack of it using all three sources, e.g. A suggests that the effects of the Depression were greatest in certain areas, but B gives a regional and C shows reasons for variations in terms of growth of new industries. Can comment on extent of support for top mark.             |

| Question Number |      | Target   |
|-----------------|------|--|
| 7 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements about the sources regarding value simply as information contained e.g. D shows effects unemployment and its effects, E also shows the despair generated.   |
| 2               | 4-6  | Developed statements on value of the sources making effective use of both sources using origin/content indicating value of sources OR can make inferences from the sources e.g. D is from a radio interview but indicates personal scale of the tragedy. The other an election poster and role as propaganda Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in context. |
| 3               | 7-8  | Developed explanation using the sources as evidence, e.g. E is from an interview made at the time and E an election poster biased but still retaining some value.  |

| Question Number |       | Target  |
|-----------------|-------|---|
| 7 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)  |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. no because so sources show that poverty was widespread and severe, others suggest that life was getting better etc.  |
| 2               | 4-6   | Developed statements offering points in support of a view using sources OR relevant knowledge e.g. in the 'old' industries there was mass-unemployment, this is shown in A, C and F but other sources tell of different impact in some areas such as London and the South East, Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot do above level 2.   |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of appropriately selected knowledge, e.g. the effects of the Depression could be very severe in some areas of the country where the concentrated 'old' industries were the main sources of employment; Other evidence shows that for many people the 1930s was a time of relative prosperity, this was brought about by the emergence of the 'new' industries in the south-east and Midlands etc. |
| 4               | 11-12 | Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. the depression did not have the same effect on people all over Britain, wages and prices fell in some areas but many experienced rising standards of living.  |



| Question Number |            | Target   |
|-----------------|------------|--|
| <b>8 (a)</b>    |            | Comprehension of a source. (AO 2)  |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material   |
| <b>1</b>        | <b>1-2</b> | Simple statements about the damage done.   |
| <b>2</b>        | <b>3-4</b> | Developed statements making inferences from the source or that clearly shows understanding of extent of damage and loss of possessions and the opportunity some took to loot. Simplistic list Max 3. |

| Question Number |            | Target   |
|-----------------|------------|--|
| <b>8 (b)</b>    |            | Corroboration by cross-referencing of sources. (AO 2)  |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material   |
| <b>1</b>        | <b>1-3</b> | Simple statements indicating one area of support or several basic Statements such as Source A mentions loss of possessions and B shows attempt to salvage some at least. Source C also talks of loss of houses and belongings. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks ) |
| <b>2</b>        | <b>4-6</b> | Developed statements indicating areas of support or lack of it using all three sources e.g. and can draw conclusions giving particular examples from the sources. Can cite damage in all three but less negative view shown in Sources B and C and community efforts to help. Can comment on extent of support for top mark.   |

| Question Number |      | Target   |
|-----------------|------|--|
| 8 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-3  | Simple statements about the sources regarding value simply as information contained e.g. shows things people complained about or optimism of speech.   |
| 2               | 4-6  | Developed statements on value making effective use of both sources using origin/content indicating value of sources OR can make inferences from the sources about value e.g. one a wartime survey and the other an extract or a wartime speech with some attempt to evaluate.  |
| 3               | 7-8  | Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one was the findings of a wartime survey, the other possibly biased and propaganda. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. |

| Question Number |       | Target   |
|-----------------|-------|--|
| 8 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. can use sources to show areas that showed resilience and others where a weaker side was shown.  |
| 2               | 4-6   | Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can indicate areas where spirits remained strong and other areas that were not. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2. |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. can evaluate relative extent of wartime resolve.   |
| 4               | 11-12 | Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of those areas where people worked together to support the war effort and those areas where they did not.                  |

| Question Number |      | Target   |
|-----------------|------|--|
| 9 (a)           |      | Comprehension of a source. (AO 2)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements about the need for immigrant labour in rebuilding after the war.   |
| 2               | 3-4  | Developed statements making inferences from the source or shows clear understanding of the source and can give several examples of why they were needed and response to advertisements. Simplistic list Max 3. |

| Question Number |      | Target  |
|-----------------|------|---|
| 9 (b)           |      | Corroboration by cross-referencing of sources. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-3  | Simple statements indicating one area of support or several basic statements such as the prospects of work in Britain. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)         |
| 2               | 4-6  | Developed statements indicating areas of support or lack of it using all three sources. Can indicate need for immigrant workers in Sources A and B but C shows asylum seekers. Can comment on extent of support for top mark. |

| Question Number |      | Target  |
|-----------------|------|---|
| 9 (c)           |      | Making judgement relating analysis of sources to contextual knowledge. (AO 2)   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-3  | Simple statements about the sources regarding value simply as information contained e.g. negative view in source D and efforts to improve relations through involvement in Notting Hill Carnival in Source E.   |
| 2               | 4-6  | Developed statements on value making effective use of both sources using origin/content indicating value of sources OR can make inferences from the sources about value. e.g. one a biased account in one newspaper or photograph in Source E. Max 4 for one source only Maximum 5 marks for responses that fail to discuss value in context. |
| 3               | 7-8  | Sustained analysis making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context.   |

| Question Number |       | Target   |
|-----------------|-------|--|
| 9 (d)           |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-3   | Simple statements indicating yes or no with limited use of sources or own knowledge e.g. racism still present in society despite efforts or much less because of legislation etc.  |
| 2               | 4-6   | Developed statements offering points in support of a view for/against using sources OR appropriately selected knowledge e.g. can clearly indicate areas where efforts have been ineffective or areas where they have been of benefit. Can make some attempt to balance answer. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2. |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of sources and supported by appropriately selected knowledge e.g. understands that the issue is not one sided and can explain both the improvements and continuity of both discrimination and tension with some use of own knowledge.  |
| 4               | 11-12 | Sustained argument giving a reasoned judgement that makes effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the concept of balance and can place improvements and areas that still need attention in context.   |

| Question Number |            | Target  |
|-----------------|------------|---|
| <b>10 (a)</b>   |            | Comprehension of a source. (AO 2)   |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material  |
| <b>1</b>        | <b>1-2</b> | Simple statements taking the source at face value, e.g. it shows that the police attacked the marchers.   |
| <b>2</b>        | <b>3-4</b> | Developed statements making inferences from the source or that clearly shows understanding of areas where Police acted in an unprofessional way. Simplistic list Max 3. |

| Question Number |            | Target  |
|-----------------|------------|---|
| <b>10 (b)</b>   |            | Corroboration by cross-referencing of sources. (AO 2)   |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material  |
| <b>1</b>        | <b>1-3</b> | Simple statements indicating one area of support or several basic statements such as all three sources mention violence but C shows violence against police. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) |
| <b>2</b>        | <b>4-6</b> | Developed statements indicating areas of support or lack of it making use of all three sources e.g. Source C shows police as victims not shown in Sources A and B. Can comment on extent of support for top mark.   |

| Question Number |            | Target  |
|-----------------|------------|---|
| <b>10 (c)</b>   |            | Making judgement relating analysis of sources to contextual knowledge. (AO 2)   |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material  |
| <b>1</b>        | <b>1-3</b> | Simple statements regarding value simple as information contained e.g. Source E shows boy with gas mask and petrol bomb.  |
| <b>2</b>        | <b>4-6</b> | Developed statements on value of sources making effective use of both sources OR can make inferences from the sources about value e.g. cross referencing between sources making inferences on value supported by relevant knowledge. Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in context.  |
| <b>3</b>        | <b>7-8</b> | Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence, shows specific understanding of content but also the context of the sources such as when and why produced. Could show some knowledge of potential for staged photo in D and work of fiction in E but can also see value. |

| Question Number |       | Target  |
|-----------------|-------|---|
| 10 (d)          |       | Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO 3)  |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-3   | Simple statement indicating yes or no with limited use of sources or own knowledge e.g. can use sources to show violence was unplanned or was provoked or the reverse.  |
| 2               | 4-6   | Developed statements offering points in support of a view using sources OR relevant knowledge, e.g. sources show provocation and some planning. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2. |
| 3               | 7-10  | Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. can indicate point of view but shows some understanding of the complex nature of the situation.                                     |
| 4               | 11-12 | Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. the sources suggest that violence was planned in some cases but not perhaps in others.                            |