

Mark Scheme Summer 2009

GCSE

GCSE History (1335/3335)

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1335/01 Aspects of Modern Social, Economic & Political History

A1: Changes in work and employment in industry c.1760 to the late nineteenth century

Question Number		Target
1 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. spinning was slow, domestic system, etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. shows understanding of the domestic system, hand-spinning, no mechanisation etc.

Question Number		Target
1 (a) (ii)		Key features /recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. invented the Spinning Jenny, could produce more thread etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. needed a skilled worker, used in domestic system, fine weak thread, good for weft etc.

Question Number		Target
1 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. introduction of new machines, work of Arkwright, failure of domestic system, increased demand, rising population etc
2	3-4	Developed statements supported by relevant knowledge, e.g. describes work of Arkwright, uses of waterpower, business prospects, machinery too big or too expensive etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, advantages of water power, development of Cromford, possibilities expanding production etc.

Question Number		Target
1 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. they got bigger, located on coalfields, speeded up decline of domestic system etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of uses of steam power on inventions, work of women and children, move to coalfields, inefficiency of water power, growth of factories etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, scale of industry, impact of inventions, increased production etc.

Question Number		Target
1 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about coal or dangers of mining etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, describes shaft mines, Buddle/Davy, uses of steam power, details of Mines Act, problems and improvements etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, explains changes of scale, work, commercial development, legislation etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of overall impact of change from small scale production to industry employing huge work force etc. Possibly comments on continuously dangerous etc Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
1 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the WOTW etc. - need not be confined to the stimuli, wide range responses may be encountered. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, uses of steam power, development of railways, Crystal Palace, work of Whitworth and others etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, Britain first Industrial Revolution, expertise, exports, GE show case, MTI provided replaceable parts etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of most important reasons for success etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

A2: Changes in work and employment in industry from the late nineteenth century to the late twentieth century

Question Number		Target
2 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. they worked at home, lack of education etc Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. exploitation, lack of education because boys given preference, need to support family, prejudice against women working etc.

Question Number		Target
2 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. servants, cooking cleaning etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. living in and out, range of jobs, only half a day off a month, unmarried, conditions were often poor because of popularity of domestic service etc.

Question Number		Target
2 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. munitions, armed services etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes the work in munitions, Land Army, VAD, FANY etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, conscription length of war, nature of the conflict etc.

Question Number		Target
2 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. continued development of telephone also labour saving machinery in the home. etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of technology and how it gave more women time and also created new range of jobs, many women found work on new assembly lines etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, created new jobs and reduced the work done at home also can comment on reduction of opportunities in domestic service etc.

Question Number		Target
2 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the motor cars in period etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, role of early pioneers like Ford and Morris, assembly line, improvements in production, price fell by 60% etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, boost during FWW, Ford showed that cars could be produced cheaply using new methods and fall in price. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding most important reasons for changes etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
2 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about greater opportunities at work for the employment of women etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, EPA gave women equality for same work, EOA made it illegal to give men preference, GC challenged for preventing women getting to the top, increasing educational opportunities etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, e.g. reducing limits on equality, new opportunities, and breaking down of some aspects of glass ceiling imposed hidden barrier, women achieving greater equality in educational opportunities etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of reasons for change, or lack of it, from 1950 to 2000 etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

B1: Changes in work and employment in agriculture from the mid-eighteenth century to c.1900

Question Number		Target
3 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. provided help or could share tools and animals etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. cooperation all had fair share of good or bad land etc.

Question Number		Target
3 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. could not experiment, poor use of commons etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. low production, could not use new machines etc.

Question Number		Target
3 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. increased production, enclosure etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes Continental System, marginal land etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, loss of imports from France, Continental System, high prices, enclosure etc.

Question Number		Target
3 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. Allowed the introduction of new methods and machinery-villagers lost out, had to leave etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes range of changes: farming for profit use of larger fields and new rotations details of enclosure process etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of change from subsistence to commercial farming etc.

Question Number		Target
3 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about Corn Laws etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, prices kept high, methods of ACLL, advantages of free trade, Peel changed by Cobden and Bright etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, situation in 1815, need for protection, beginning of high farming, role of ACLL and C and B, Ireland and importance of Peel etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the importance of factors, Ireland and Peel etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
3 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about high farming etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, College educated and trained farmers, ARS conducted research into techniques, £28m for drainage, Liebig etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, change from traditional to scientific, final stage of Agricultural Revolution, farmers could now study the best methods in practice, use of chemicals, impact of improvements in transportation etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the importance of factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

C1: Changes in transport, communications and leisure from the mid-eighteenth century to the late nineteenth century

Question Number		Target
4 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. first railway, Euston, charged people for rides etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. details of Penydaren, strong steam, Euston, popularised steam locomotion etc.

Question Number		Target
4 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Stockton-Darlington, Liverpool-Manchester, Standard Gauge etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. details of any railway, importance of standard gauge etc.

Question Number		Target
4 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. GWR, Tamar Bridge, broad gauge etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes GWR, broad gauge, luxury etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, opened south-west, established high standards, links to USA etc.

Question Number		Target
4 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. improved transport, matches possible trips to the seaside etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of standardisation of rules in sport, growth of trips, encouraged travel, visiting friends etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, national associations possible, the first internationals and growth of domestic holidays, growth of national newspapers etc.

Question Number		Target
4 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about turnpikes etc. or comments on poor roads Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, industry needed better transport, McAdam cheap and effective, post boys and Palmer, coaching very successful 1760-1830 etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, industry needed better ways of transporting people and documents, McAdam provided TTs with cheap methods, used by Palmer to produce golden age etc. Allow focus on poor state of roads and limitations of water transport Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of most important factors, population and industrial revolution provided possibilities of profits etc. Allow focus on previous poor roads and poor maintenance Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
4 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about canals etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, CM went too far, 7 and 9 feet, problems of water supply, rise of the railway etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, seemed to offer possibility of profits but slow and not organised, difficult to control water supply therefore basins and locks which were not necessary etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

C2: Changes in transport, communications and leisure from the late nineteenth century to the late twentieth century

Question Number		Target
5 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. hand made, scarce etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. details of manufacture etc.

Question Number		Target
5 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. assembly line, Oxford etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. details of assembly line, effects of Morris on price and location etc.

Question Number		Target
5 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. amalgamations, assembly line expensive etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes development of car manufacturers and cost of use of assembly line, economies of scale etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, change from hand made to production line, only 9 major companies by 1939 etc.

Question Number		Target
5 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. faster and further etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of holidays, development of rambling etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, impact on holidays, new routes, etc.

Question Number		Target
5 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about leisure etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, rising living standards more money to spend, package tours widely available from 60s, cost of air travel fell and became affordable for many, Channel Tunnel increased trips abroad etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, foreign holidays became more affordable, rise in standard of living, change from holidaying in Britain etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of change from early 1950s (largely in Britain) to 1990s (the world) etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
5 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about railways etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, improvements in air travel and cars/motorways etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, increased reliance on motor transport meant that fewer lines were needed, government refused to subsidise fares etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

D1: Changes in health, welfare and population from the mid-eighteenth century to the late nineteenth century

Question Number		Target
6 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. use of chloroform for, anaesthetic etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. describes use/effects of chloroform/anaesthesia in providing pain free operations and importance longer operations etc.

Question Number		Target
6 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. antiseptic surgery, carbolic acid etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. details of the Lister Spray and effects on surgery etc.

Question Number		Target
6 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. developed germ theory of disease etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes work on rabies or pasteurisation, rivalry with Koch etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, use of scientific research, possibility of further developments, provided foundation for prevention of a range of diseases etc.

Question Number		Target
6 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. Crimea, cleanliness, Lady of the Lamp etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of work in the Crimea, St Thomas's, books etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors, changes in profession from 1850-1914, increasing professionalism of nursing made a responsible career for women etc.

Question Number		Target
6 (b)		Causation /recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about problems in towns etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, industrial towns, problems of water, rapid growth of towns, difficulties of making changes, vested interests etc. Good description inferred reasons top level 2 only. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, Industrial Revolution was town based, sudden and no previous experience, lack of understanding of consequences of town life, risk of cholera etc. Look for valid reasons in descriptive responses. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
6 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about cholera etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, anaesthesia, work of Snow, Great Stink, effects of HA and details of PHA etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, understanding of causes of disease, impact of GS, Bazalgette, changing role of government, permissive to compulsory etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

D2: Changes in health, welfare and population from the late nineteenth century to the late twentieth century

Question Number		Target
7 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. help the poor etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. problems of Boer War, national efficiency undernourished and illness etc.

Question Number		Target
7 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. stopped children from buying alcohol and tobacco etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. details of regulations, role of parents, youth courts and Borstals etc.

Question Number		Target
7 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. find work for the unemployed, details of labour exchanges etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes, details of TBs, problems of unemployment etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, unemployment and poverty and acceptance that the government had a role to play to overcome it etc.

Question Number		Target
7 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. sick pay, medical treatment etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of benefits, 10s for 26 weeks, workers also received disablement payments, maternity benefits, the panel etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of differences from Poor Law to NI etc.

Question Number		Target
7 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the Welfare State etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Beveridge Report very popular, rationing improved health, evacuation showed extent of problem, Labour victory etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, SWW provided impetus, BR set out the aims, popular support, evidence from war, desire to create a better Britain etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of most important factors, SWW changed attitudes to government intervention etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
7 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the family size etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, effects of family planning and greater use of contraceptives, Welfare State provides support, people live longer, women and careers etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, children no longer needed for old age because Welfare State provides support, greater use of the pill as women take control of their own fertility, , women have changed roles, society now values welfare of children rather than numbers etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the changing situation during the twentieth century etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

E1: Changes in education from the late eighteenth century to the late nineteenth century

Question Number		Target
8 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. to save money, Newcastle, standardise etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. details of expense, concerns of Newcastle, aims of Robert Lowe. etc.

Question Number		Target
8 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. pupils learned by rote, teachers taught to the test etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. details of testing, payments, effects of education, teachers taught to test, children learned whole books by rote etc.

Question Number		Target
8 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. needs of industry, foreign competition etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. competition from Germany and the USA, industry needed an increasingly educated workforce, 1867-84 reform Acts, Robert Lowe etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, government involvement in education much more significant, need for schools in towns, depression 1880s etc.

Question Number		Target
8 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. secondary education, NLC, Cheltenham etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. details of careers, Francis Buss in 1850 founded the North London Collegiate School for Ladies. She remained its Headmistress until 1894. In fact she was the first person to hold the title of Headmistress. Dorothea Beale was the Principal of Cheltenham Ladies College from 1858-1906. Science mathematics, geography and history were taught, as were the classics. As with the boys a good deal of emphasis was placed on the character forming character of team games.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, the Girls' Public Day Schools Trust was founded in 1871, which set about promoting schools on the lines of the North London Collegiate School and Cheltenham Ladies College. Changes in Grammar Schools meant that more of those opened their doors to girls as well as boys. The changes introduced by Miss Buss and Miss Beale and others not only transformed the educational opportunities available for girls, but provided the basis on which girls and women could gain access to a wide range of new careers etc.

Question Number		Target
8 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about Voluntary Societies etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, the growth of towns with no or few schools, MS cheap and easy, industry needed literate children, most schools were religious schools etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, industrial towns created increased urban population, need for control, Christian discipline, factory work needed workers who could read instructions, write notes etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
8 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about Public Schools etc. e.g. fee paying for the rich. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, describes roles of headmasters, criticisms of Clarendon, education for Christian gentlemen, classics still taught but other subjects, sciences, history etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, aims of headmasters, Christianity and service, education linked to national needs etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

E2: Changes in education from the late nineteenth century to the late twentieth century

Question Number		Target
9 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. it was not working, limited teaching etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. details of Code and limitations etc.

Question Number		Target
9 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. took over all schools, set up LEAs etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Boards of Education were abolished and replaced by county councils and county borough councils, Voluntary Schools were also to become part of this system, all schools would be financed in the same way and all children would therefore have the same amount of money spent on their education, local authorities could also build secondary schools, which would provide education beyond the age of 12 etc.

Question Number		Target
9 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. need to standardise, different types of schools etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. some voluntary schools lacked finance, attempt to offer equal opportunities, extend education beyond 10, take account of SLA etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, SLA and Morant made existing system impossible, need for reorganisation to take account of 1876-1891, makes Local Authorities responsible for administration of education etc.

Question Number		Target
9 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. government raised SLA to 14, allowed LEAs to extend education etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of Acts and reports, Fisher Act raised the school leaving age to 14 and allowed local authorities to raise the age to 15 if they wished to do so, local authorities could build Continuation Schools, which would provide education until 16, These schools could be made compulsory and would be supported by government grants. Students would study in the evenings, or on a day release basis, allowed LEAs to provide school meals and medical inspections etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of role played, increased funding of state and church schools and control through legislation.

Question Number		Target
9 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the Butler Act etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, failure of Hadow and Spens, Beveridge and giant evils, desire to produce a better Britain, secondary education that would meet the needs of industry etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, Welfare State, tripartite and 11+, equal status for Sec Mods, political ideology, etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of importance of factors, belief in opportunities for all children and one that would reflect the changing needs of industry and society etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
9 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about comprehensives etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, end of selection, schools bigger, classes streamed or set, wider range of subjects to cater for all abilities etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, political ideology, students develop at own pace, could switch from stream to stream etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of importance of factors, politics etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

F1: Changes in politics from the late eighteenth century to the late nineteenth century

Question Number		Target
10 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. a borough that had few or no voters etc Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. details of way landowner could control elections by control of land. etc.

Question Number		Target
10 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. corruption, bribery etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. details of size, numbers of voters, treating, hustings etc.

Question Number		Target
10 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. felt need to give seats to industrial towns, the north of England etc which produced nations wealth but had few seats.
2	3-4	Developed statements supported by relevant knowledge, e.g. gives reasons why Act, shifted balance of representation from south to the north, Manchester, Birmingham Leeds growing centres of population and industry.
3	5-6	Developed explanation supported by selected knowledge, e.g. impact of Industrial Revolution, disappearance of pocket boroughs, Dunwich, Gatton etc.

Question Number		Target
10 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. more people, numbers of votes etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of the Act, in the counties, every man who owned land worth £2 a year retained the vote. In addition, anyone who paid £50 a year in rent was given the vote. In towns every man who paid £10 a year in rent was given the vote. This meant that many middle class people gained the vote, but hardly any working people etc
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, changes were limited, the underlying principle of property and a stake in the country did not change etc.

Question Number		Target
10 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about 1867 etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, voters go up to more than a million, small constituencies disappear, both parties set up national networks, yet still not secret Ballot so bribery and intimidation still possible etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, impact of 1867, "we must educate our masters" a "Leap in the dark" but agricultural labourer still excluded etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of nature of system beforehand and ways it changed etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
10 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about parties etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, increases in numbers of voters, reorganising of constituencies, the work of Peel and the Tamworth manifesto. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, big swing to urban voters, need to attract voters by offering policies, parties needed to attract voters, development of modern Liberal and Conservative parties under direction of Disraeli and Gladstone. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of major factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

F2: Changes in politics from the late nineteenth century to the late twentieth century

Question Number		Target
11 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. no universal suffrage etc. Basic repetition of stimulus only level 1, 1 mark.
2	3	Developed statements supported by relevant knowledge, e.g. only householders (6ms) or lodgers (12 ms), sons living at home could not vote etc.

Question Number		Target
11 (a) (ii)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. it led to some women getting the vote.
2	3-4	Developed statements supported by relevant knowledge, e.g. some women got the vote at 30 if householders men at 21 etc.

Question Number		Target
11 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. to make voting system fairer and more representative.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes the details of the Act, women got the vote on the same basis as men at 21, etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between extending vote to wider changes in society and changing role of women etc.

Question Number		Target
11 (a) (iv)		Understanding of change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. it has gone up, about 41 million now etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of Acts, 1949, 1967 etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, big increase to franchise, all plural voting abolished, lowering of age of majority etc.

Question Number		Target
11 (b)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the Liberal Party etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Asquith's policy, LG attacks, Fanny, sale of honours etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, Asquith 'wait and see', LG disagreed, schism 1916, coalition government 1916-22, scandals etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
11 (c)		Causation / recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the rise of the Labour Party and decline of Liberals etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Elections changes with the growth of new parties and devolution in the case of Scotland and Wales. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, WW" and the election of Labour with large majority. Basically strengthening of twpo party system changes with the SDP and Liberal Democrats and impact of Devolution etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of most important factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

1335/02 Aspects of Modern Social, Economic & Political History

G: The Impact of Enclosures, c.1750 - c.1830

Question Number		Target
1 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about made farming more productive and use of new rotations etc or direct description of the source only.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • More efficient agriculture • Better drainage
2	3-4	<p>Developed statements making inferences from the source or that clearly demonstrates understanding of extract with effective use of the source in support e.g. improved methods used and use made of more land and greater efficiency. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • More food produced • Better methods' such as drainage could be introduced <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it • Answers that do not focus on effects of enclosure

Question Number		Target
1 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements indicating one area of support or several basic statements such as all mention or show improvements or A and B mention increased rents open fields. Allow reference to statements that the map doesn't directly reveal improvements directly but does support the layout of fields mentioned in A.N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1 - 3 mark answers:</p> <ul style="list-style-type: none"> • Better methods in all three sources • Increased profits in A and B • Layout of village in C
2	4-6	<p>Developed Statements indicating areas of support or lack of it using all three sources e.g. Source B and A mention improvements and increased rents and C and A refer to the field patterns but B does not show. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Sees range of effects in A but B just concentrates on profits and rents • Neutral view in C but doe shows some of features shown in A <p><u>Do not accept the following answers:</u></p> <p>Information not mentioned or inferred from the three sources</p>

Question Number		Target
1 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about the sources regarding value simply as information contained e.g. one shows the new field patterns etc and the other outlines the economic and social cost.
2	4-6	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 aerial photograph showing the effects in one area and the other a diary extract showing effects in one area. 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. only one area, or the value of a contemporary accounts or limitations strengths of aerial photography.

Question Number		Target
1 (d)		Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3)
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 profit, increased rents or no indicates areas where others also benefited.
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 indicate areas where others apart from the rich benefited.
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 and, socially. Focuses specifically on effect on range of groups involved.

H: Poverty and Poor Relief, c.1790 - c.1850

Question Number		Target
2 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about relief was humiliating of poor taken advantage of.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> Kept wages low
2	3-4	<p>Developed statements making inferences from the source or that shows clear understanding of a number of suggested effects e.g. kept wages low because of topping up and the effect this had on the morale of the poor. Simplistic list Max 3. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> No incentive to raise wages Farmers took advantage <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
2 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements indicating one area of support or several basic statements such as all three sources critical of present system and A and C mention low wages. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1 - 3 mark answers:</p> <ul style="list-style-type: none"> • B shows low wages but complains of high tax rates • C shows wages kept low
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources such as hostility to the Allowance system in all three but can indicate other areas not supported B does not refer to low wages for the poor whereas the other two concentrate on this area. Can comment on extent of support for top mark.</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • B shows low wages but concentrates on punishing the poor • C shows how poor effected and deserving poor suffer as mentioned in A <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Generalised comment on the Allownce/Speenhamland system not shown in Source A

Question Number		Target
2 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about the sources regarding value simply as information contained e.g. shows how one workhouse was organised and a drawing from a novel.
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 that represents an accurate view of one workhouse or an illustration 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 artists 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. (AO3)
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 well in some areas like schooling or no it did treat the poor badly with buildings more like prisons or did give them support.
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 Allowance system and new law made conditions worse for the poor or treated them badly or benefited them by encouraging industry and self reliance or the reverse with earlier system. 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.

I: The Chartist Movement, c.1830 - c.1850

Question Number		Target
3 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about petitions and peaceful methods.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • Use of peaceful methods • Against use of violence
2	3-4	<p>Developed statements making inferences from the source or that shows clear understanding of a number of suggested methods e.g. opposition to violence by honest hard working men. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Can comment on the use of petitions and meetings. <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
3 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>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. division of methods seen but this supports legal and peaceful methods. Simplistic list Max 3.</p> <p>1 - 3 mark answers:</p> <ul style="list-style-type: none"> • All three sources mention or show violence • A is against but B prepared to use it and C government reaction to the threat of force
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources in all sources show talk of the use of force but only A is against. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Could mention ambiguous response of B and outright rejection of force in A. • C shows preparation by Government in the event of force being used. <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
3 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
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 petition or shows meeting of large number of Chartists and C House of Commons reaction indicating exaggerated claims of Chartists.
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 comment on the petition from an official Report and the other a very early photograph. Can make some comment on possible limitations and what reveals about the effectiveness of Chartist methods.. 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 possibly out to discredit the petition and the other a photographers one second in time.

Question Number		Target
3 (d)		Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3)
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 failure of moral force 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 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. understands that a arguments valid both for and against or well argued and supported argument for or against e.g. Chartist leaders were divided many for the use of moral force but where it was used it achieved very little but can comment that the use of force put many people 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.

J: The Campaigns for Factory and Mines Reform, c.1800 - c.1880

Question Number		Target
4 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about poor conditions and heat or dust.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • Early start • Noise and dust • Overseers and rules
2	3-4	<p>Developed statements making inferences from the source OR that shows clear understanding of source such as poor conditions, deformity and lack of breaks. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Can comment on the link between poor conditions and health of workers • Overseers seen as insensitive. <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
4 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements of support indicating one area of support or several basic statements such as poor treatment in sources A 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)</p> <p>1 - 3 mark answers:</p> <ul style="list-style-type: none"> • A and C show poor conditions • Unhealthy conditions • B shows good conditions
2	4-6	<p>Developed Statements indicating areas of support or lack of it using all three sources e.g. Not all dealing with bad treatment in B indicates good conditions. Both A and C refer to dust effect on workers of poor conditions. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Good conditions shown in B in contrast to A • Poor conditions in A and C <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
4 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
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 poor treatment 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 a supporter of the existing system the other from an opponent. One an illustration and possibly biased, 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 factory reform and exaggerated the other only one supporter.

Question Number		Target
4 (d)		Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3)
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 of vested interests or no poor conditions.
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 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 there was considerable support also much opposition 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 reasons for support and arguments against.

K: The Campaigns for Women's Suffrage, c.1870 - 1918

Question Number		Target
5 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about against their methods in favour of peaceful methods.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • Mentions petitions and processions
2	3-4	<p>Developed statements making inferences from the source or shows clear understanding of the methods given in marches and petitions. Simplistic list Max 3</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Well organised • Women should persuade people <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
5 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements indicating one area of support or several basic statements such as recognition of the fact that Suffragists used peaceful and legal methods in Sources A and B or describes methods used. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1 - 3 mark answers:</p> <ul style="list-style-type: none"> • Source A in favour of peaceful methods as is B • Source C possibly refusing to pay tax was an illegal method
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources e.g. noting that Sources A and B are in favour of peaceful and legal methods but not so Source C which talks of refusal to pay tax. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • A Peaceful persuasion • B backs up A but C does mention illegality

Question Number		Target
5 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement about the sources regarding value simply as information contained e.g. shows damage caused by suffragettes and willingness to disrupt sport.
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 cartoon the other a photograph of suffragette funeral procession. 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 possibly out to discredit tactics the other shows determination and levels of support.

Question Number		Target
5 (d)		Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3)
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 go 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 position of women in society and opposition of main political parties.
4	11-12	Sustained argument giving a reasoned argument making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding and evaluation of relative importance of range of factors involved including the extent of opposition including from many women.

L: The Impact of Cinema, Radio and Television since 1918

Question Number		Target
6 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about slow development or problems with transmission.</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • No of sets in use • Technical problems in early days • Closed down during the War
2	3-4	<p>Developed statements making inferences from the source OR shows clear understanding of development with some comment on impact of war and post war development. More effective use is made of the source in support. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Expensive and slow growth before the War • War interrupted development but growth still slow after then <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
6 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements noting one area of similarity or several basic statements such as very few sets in the early days and size of sets small. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1-3 mark answers:</p> <ul style="list-style-type: none"> • Slow growth in A and B • Technical problems in A • C mentions programmes
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources e.g. Source B doesn't reveal detail provided by other two sources and C is the only source that comments on the nature of programmes on offer. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Can comment on slow growth and reasons for it • Could comment on limitations in all tree cost, size and technical problems <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that do not focus on the sources or cannot be inferred from them

Question Number		Target
6 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
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 how satellite television works other less on now but more on possible future developments.
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 scientific point of view the other one persons impression of future. 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 factual explanation, the other only provides one persons view of what might happen rather than comment on what has.

Question Number		Target
6 (d)		Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3)
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 developments in terms of increasing set size satellite television.
2	4-6	Developed statement offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where technology important but also shows some awareness of other factors cost fashion etc. 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 about confident use of the sources supported by appropriately selected knowledge e.g. how television has expanded due to technology number of channels DVD, video and satellite etc.
4	11-12	Sustained argument giving a reasoned judgement that makes consistent use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the nature of and effect of technology but can also comment on other factors such as rising affluence and fashion and can make a balanced judgement that is not one dimensional.

M: The Impact of the Great Depression in Britain, 1929 - 39

Question Number		Target
7 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements taking the sources at face value, e.g. people were unemployed but in other areas the economy was growing especially in new industries.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • Can mention dole queues • New industries created work
2	3-4	<p>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 and rising living standards' for those in work. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Can possibly refer to dole and prosperity • Rising living conditions for some <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
7 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>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)</p> <p>1 - 3 mark answers:</p> <ul style="list-style-type: none"> • Unemployment shown in A and B • A and C also talk about areas that saw better times
2	4-6	<p>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 breakdown and C shows mixed reaction as well but in terms of one person problems then prosperity. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Rising standards' of living for some but not all • New industries in A and prosperity shown in C • All three show a mixed picture in terms of degrees of prosperity and employment <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that do not focus on the sources or can be inferred from them

Question Number		Target
7 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
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 efforts to relieve it.
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. E from a novel but indicates scale of the tragedy. The other a photograph of men on a training scheme. 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 a novel and could be exaggerated or biased the other possibly an official photograph.

Question Number		Target
7 (d)		Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3)
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 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 some areas there was mass-unemployment, this is shown in A,B E and F but other sources tell of different impact in some areas. 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 and the Government did take some action to help worst affected areas.
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.

N: The Impact of the Second World War on British Society, 1939 - 51

Question Number		Target
8 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about the jobs done by women.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • Could work as cooks or typists etc • Could join the forces
2	3-4	<p>Developed statements making inferences from the source or that clearly shows understanding of work done by women as cooks or driving cars or working in factories. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • First time women forced to work • Released men to fight by doing their jobs <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
8 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements indicating one area of support or several basic Statements such as Source A mentions type of work done and women in uniform also shown in B. All show women had apart to play but not all in terms of work outside the home as in Source C N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1 - 3 mark answers:</p> <ul style="list-style-type: none"> • Work done by women in A • A woman in the services in B • A woman helping with war effort in C
2	4-6	<p>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 contribution women could make in all three but different aspect covered in Sources C. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • all three show work done by women to help the war effort • A and B show role in the services but perhaps also mention traditional role played by women. • C shows different part played more voluntarily <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that do not refer to the sources or can be inferred from them

Question Number		Target
8 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
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 hoped for or hopes for a better world after the war.
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 letter by a well known reformer 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 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. (AO3)
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 work women did and determination that things should change after the war.
2	4-6	Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can indicate areas where change happened and others where it was hoped for and areas where there was no change. 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 changes during wartime and in their expectations of post war Britain.
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 of change and those areas where they did not.

O: Race Relations in a Multi-Cultural Society since 1945

Question Number		Target
9 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about welcome then why have you not gone home after the war.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • role played in war • changed attitude at end of war
2	3-4	<p>Developed statements making inferences from the source or shows clear understanding of the source and can give several examples of why attitudes changed. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Some acceptance during war then changed attitude • Identification of not liking strangers <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
9 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements indicating one area of support or several basic statements such as all three indicate desire to see immigrants to go home as they were seen by some not to be wanted. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • War work in A and B • Hostility shown in C
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources. Can indicate role played during war shown in A and B. Then changed attitude. Source C only shows a group wanting immigrants to go home. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Verbal comments in A and C • War work in A and B and then why don't you go home Also the latter shown in C but talks of a later period <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
9 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about the sources regarding value simply as information contained e.g. role played in economy and society and some succeeded in becoming rich.
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 from an official body the other from an account in one newspaper. 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. (AO3)
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.

P: Northern Ireland, c.1964 - c.1996

Question Number		Target
10 (a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements taking the source at face value, e.g. it shows that Protestants more likely to be employed.</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • Lists how many protestants more likely to get jobs with example • Catholics more likely to be unemployed
2	3-4	<p>Developed statements making inferences from the source or that clearly shows understanding of areas where Protestants got preferential treatment in a range of areas. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Can identify differences in opportunities between Catholics and Protestants • Can make some comment on other areas of discrimination as well in voting and housings <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that comment generally but do not focus on the source or cannot be inferred from it

Question Number		Target
10 (b)		Corroboration by cross-referencing of sources. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statements indicating one area of support or several basic statements such as all three sources mention preferential treatment for Protestants N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1 - 2 mark answers:</p> <ul style="list-style-type: none"> • Use of discrimination in all three sources • A mentions other areas of discrimination than the other two sources
2	4-6	<p>Developed statements indicating areas of support or lack of it making use of all three sources e.g. Source A shows a wider range of areas of discrimination. Can comment on extent of support for top mark. Reward responses that focus on the NOP of sources for extent of support or otherwise</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Can comment on similarities and differences • Can comment on the different ways discrimination is operated and in what areas <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Answers that do not refer to sources or can be inferred from them

Question Number		Target
10 (c)		Making judgement relating analysis of sources to contextual knowledge. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements regarding value simple as information contained e.g. Source D describes event of "Bloody Sunday" and E shows an IRA sniper.
2	4-6	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.
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, 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 E and an eye witness account though possibly biased in D but can also see value.

Question Number		Target
10 (d)		Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3)
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 extent of problem aggravated by use of violence by both sides.
2	4-6	Developed statements offering points in support of a view using sources OR relevant knowledge, e.g. sources show discrimination and use of violence and role of education on sectarian lines. 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 problem became worse making solution difficult but not impossible. Could indicate some efforts to bridge the divide.

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