

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (1335 02)

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General Marking Guidance

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

Question 1

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement about waste of time and land or use inability to experiment or direct description of the source only.</p> <p>1-2 mark answers</p> <ul style="list-style-type: none"> • Waste of land or time • Could not experiment
2	3-4	<p>Developed statements making inferences from the source OR that clearly demonstrates understanding of weaknesses e.g. impossibility under the open field system to introduce new ideas and machines and waste of time and labour. Simplistic list Max 3.</p> <p>3-4 mark answers</p> <ul style="list-style-type: none"> • Inability to experiment and waste of time and Labour. • Couldn't use the new ideas and machines <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on weaknesses.

Question Number		Target
(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 waste and A and C waste time inferred in walking around B. Allow reference to statements that the map doesn't directly reveal weaknesses but does support the layout of fields mentioned in A and B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1-3 marks</p> <ul style="list-style-type: none"> • All mention open field • Waste of time in A and C • Inefficiency in A and C
2	4-6	<p>Developed Statements indicating areas of support or lack of it using all three sources e.g. Source A and C mention weaknesses and inefficiency and B, C and A refer to the field patterns but C does show some advantages albeit not real ones. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 mark answers</p> <ul style="list-style-type: none"> • Can infer inefficiency in B and compare with A and C • Can identify weaknesses of the open field system in terms of loss of time and profit. <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 cost of enclosure.
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 enclosure map showing the effects in one area and the other an account by historical diary extract showing effects in general. 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 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 historians account based on range of evidence-hindsight etc.

Question Number		Target
(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 for landowners, increased work for labourers or no indicates areas where suffered loss of common land.
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 some benefited but others did not. Could indicate some advantage of enclosure for landowners or labourers etc work working for wages. 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 gains and losses.

Question 2

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about relief should now be in the workhouse and gives some example of rules.</p> <p>1-2 marks</p> <ul style="list-style-type: none"> • Poor conditions • Ban tobacco • Made to do hard work
2	3-4	<p>Developed statements making inferences from the source OR that shows clear understanding of a number of suggested recommendations e.g. make relief last resort by making conditions as unpleasant as possible. Simplistic list Max 3.</p> <p>3-4 Mark answers:</p> <ul style="list-style-type: none"> • Poor conditions to put people claiming relief • Gives and possibly explains examples. <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on recommendations.

Question Number		Target
(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 show unpleasant conditions A and C mention unpleasant and no pleasures. N.B candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks)</p> <p>1-3 marks answers:</p> <ul style="list-style-type: none"> • A unpleasant and C no pleasures • Gives example of poor conditions such as B shows dark uninviting place
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources such as unpleasant in all but can indicate other areas not supported as much C refers to schooling for children. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • No visitors without permission in A and separation of families in C. • Hard work in A and Picking oakum in C <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 inmates fighting over rotten bones other child taken from mother.
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 other a official report of one workhouse that was a particular scandal. 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 highlights a particularly bad case but is from a report on the case that can add to its value.

Question Number		Target
(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 badly with buildings more like prisons or did give them support. Rich benefit by reduction in poor rates
2	4-6	Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where there was support from rate payers etc or opposition as made conditions worse for the poor or treated them badly or support as it benefited them by encouraging industry and self reliance. 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 and support for reduction in the cost of poor relief- 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 balanced evaluation of both sides of the argument.

Question 3

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about dissatisfaction with New Poor Law and lack of factory Acts.</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • Bitterness over reform Act of 1832 • Opposition to the new police force
2	3-4	<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. belief that if got vote other grievances would be sorted out. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Felt betrayed by 1832 Act • Need for a say in how country was run • Need for factory reform <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on reasons why people became Chartists.

Question Number		Target
(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 reference to workhouses or New Poor Law in all three. Both A and B talk of bitterness over 1832 Reform Act. 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"> • Dissatisfaction over working conditions in A and B • Opposition to the workhouse
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources in support All sources show problem with the workhouse or New Poor Law. Only A concern over the police. B and C indicate workers were starving. Can comment on extent of support for top mark. (Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.)</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Could mention C shows unrest after Chartist movement had become established more on methods than reasons for joining • Belief in A and B that getting the vote would solve all their problems <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 getting ready to fight for the Charter not very effective Physical force not working in E.
2	4-6	Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources OR can make inferences from the sources about value e.g. one comment on methods part of a speech by opponent of physical force and possibly biased the other a cartoon making fun of Chartist methods. Can make some comment on possible limitations. Max 4 for one source only. Maximum 5 marks for responses that fail to discuss value in content.
3	7-8	Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one possibly out to discredit the Chartist the other against Physical Force Chartism from a leading Chartist.

Question Number		Target
(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 physical force or no with some valid comment.
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.

Question 4

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about poor conditions and long hours.</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • Long hours • Caught fevers
2	3-4	<p>Developed statements making inferences from the source OR that shows clear understanding of source such as poor conditions, long hours and generally not treated well. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Poor working environment • Conditions lead to bad health <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on treatment of children.

Question Number		Target
(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 young children employed in all three. A shows warm stuffy environment as does 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"> • Poor conditions in all three • Long hours in A and B
2	4-6	<p>Developed Statements indicating areas of support or lack of it using all three sources e.g. Beatings in B not mentioned anywhere else, A and B talk of sickness and feeling faint. C shows dangerous working conditions can be inferred from B. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 answers:</p> <ul style="list-style-type: none"> • All three show employment in bad conditions of children • All three mention unhealthy conditions or dangerous ones • Some indicate areas of bad treatment not in others such as beatings in B. <p><u>Do not accept the following answers.</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 talks of damage reform would do.
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. Can make some comment on possible limitations. 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 biased in favour and possibly an exaggerated drawing from a novel.

Question Number		Target
(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 it would damage the economy or no because conditions were bad and dangerous.
2	4-6	Developed statements offering points in support of view using sources OR relevant knowledge e.g. that children were badly treated although many parents against reform as well as factory owners. Conditions were not bad in all mills. Candidates who use EITHER only their own knowledge OR only implicit use of the sources cannot go above level 2.
3	7-10	Developed explanation making a judgement making confident use of the sources and supported by appropriately selected knowledge e.g. understands that a range of factors were involved and although arguments against reform and good conditions in some factories and the very real need for protection of young in others etc.
4	11-12	Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. evaluation of a range of arguments with clear identification of areas of need and arguments against.

Question 5

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about their methods in favour of breaking the law now.</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • Wanted to get attention • Prepared to frighten government etc
2	3-4	<p>Developed statements making inferences from the source OR shows clear understanding of the methods break law as earlier methods achieved nothing. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Illegal methods to get the vote e.g. • Were prepared to attack the government <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on suffragettes.

Question Number		Target
(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 B and A and C describes methods used by the suffragettes. 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"> • Both B and C stress petitions and marches • A and C mention law breaking
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources e.g. noting that Sources B and c are in favour of peaceful methods but not so Source A which talks breaking the law to get attention. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Can comment on different groups involved • Can indicate opposition view in C and ambiguous view in C • Non payment of taxes is an illegal act in B. <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 ineffective suffragette and violence and disruption in other.
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 newspaper account. 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 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 attempts to ridicule suffragettes as useless.

Question Number		Target
(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 got attention to getting the vote with some account of methods or no work women did in the war responsible for changing attitudes.
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. Could mention other factors. 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 war improved, the position of women in society and how suffragette activity in particular attracted opposition of the media and the 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 different methods of suffragists and suffragettes and areas of success including extent. Can comment on importance of other factors.

Question 6

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about range of programmes or cost of radio</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • Helped knit nation together • Cost of license high many could not afford it
2	3-4	<p>Developed statements making inferences from the source OR shows clear understanding of development with some comment on influence mass appeal. 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"> • Brought nation closer together • Range of programmes • Provided new to millions <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on importance.

Question Number		Target
(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 B shows wealthy household and A talks of cost of license being high. 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"> • C talks as though radio reached many more than in first two sources • C more on radio as appealing to poor and disadvantaged <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.
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 value of programmes on offer. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • A stresses value but C does not • A and C radio more available to wealthy C does not agree. <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 many hours viewers watched certain types of programme now less important.
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 BBC Handbook the other one persons impression of future. 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 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 has happened but based on leading figure in TV.

Question Number		Target
(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 how little it has affected people or no can indicate areas where it has affected people eg advertising.
2	4-6	Developed statement offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where TV has had an impact but no other factors at work. 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 peoples horizons but also aware of possible dummyming down.
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 radio and television but can also comment on other factors such as rising affluence and fashion and can make a balanced judgement.

Question 7

Question Number		Target
(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 less badly affected.</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • Worst hit area North of England • Areas affected differently some more than others
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 greater percentage in work. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Traditional areas hit harder • Comment on which areas did better with perhaps some reason why inferred <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on effects.

Question Number		Target
(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 all three talk about how different areas affected differently. 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"> • North identified in all three as an area badly affected • South seen as an area of prosperity in B and C
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 general breakdown and C explains reasons for differences. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Can breakdown regional differences in all three sources • Can identify reasons in B and C that explain the unemployment figures in A • Can identify differences of emphasis and detail <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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. E shows effects unemployment and D a car that only well to do could afford.
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 advertisement the a personal account. 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 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, e.g. E is from an advertisement and may well be exaggerated or biased the other possibly also biased as from a Trade Unionist.

Question Number		Target
(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. No 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, 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.
4	11-12	Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. the depression did not have the same effect on people all over Britain, wages and prices fell in some areas but many experienced rising standards of living.

Question 8

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about the desire to get to shelter and fear of panic.</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • People wanted to get to shelter • Fear and pushing
2	3-4	<p>Developed statements making inferences from the source OR that clearly shows understanding of reactions to air raids pushing and looking after number one. Simplistic list Max 3.</p> <p>3-4 mark answers:</p> <ul style="list-style-type: none"> • Reacted badly to earlier air raid • Reactions similar to panic • Concern to look after oneself and ones family <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on reactions.

Question Number		Target
(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 shelter in the underground and shelter shown in B but C mentions shelter but not the underground. 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 mentions desire for shelter and B shows underground • C also mentions shelter but not underground • C also talks of courage
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 Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • All mention shelters only C does not mention underground • C shows more positive reaction to raids than A does • B shows organised shelter A more close to panic. <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 effects of bombing on Coventry or we can take it.
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 a newspaper and the other a photograph with some attempt to evaluate. 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 a photograph of damage the other a newspaper article and possibly biased.

Question Number		Target
(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 were affected by bombing and damage to economy and peoples lives.
2	4-6	Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can indicate areas where life was affected and can make some attempt to address the issue of extent and others where the effects were less. 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 how life was affected during wartime.
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 affected and attempt to address extent.

Question 9

Question Number		Target
(a)		Comprehension of a source. (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about looking for jobs.</p> <p>1-2 mark answers:</p> <ul style="list-style-type: none"> • Lack of jobs at home and shortage in London • Rebuilding after the 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"> • Had right to settle in UK • Push pull factors • Ex servicemen stayed on <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on reasons.

Question Number		Target
(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 A shows need for work and B shows the same. 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 B mention economic reasons but C shows refugees • Both A and B show jobs on offer
2	4-6	<p>Developed statements indicating areas of support or lack of it using all three sources. Can indicate difference in C from other two sources. Can comment on the extent for the top mark. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4-6 mark answers:</p> <ul style="list-style-type: none"> • Different motives in A and B from C • Can indicate positive steps indicated in B to attract workers <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 negative view in Source D but range of contributions in terms of jobs in E.
2	4-6	Developed statements on value making effective use of both sources using origin/content indicating value of sources OR can make inferences from the sources about value e.g. one from an official census the other from an account in one newspaper which is strong on opinion ad is probably biased . 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 bias in D

Question Number		Target
(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. contribution made in terms of jobs done.
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 impact has been dramatic either in roles or in particular areas of the country. 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 impact has been significant but in terms of racism not always a positive one.
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 impact in context.

Question 10

Question Number		Target
(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 rioting and the use of violence.</p> <p>Mark 1-2 answers:</p> <ul style="list-style-type: none"> • British army called in • Both sides responsible
2	3-4	<p>Developed statements making inferences from the source OR that clearly shows Extent of growing problem. Simplistic list Max 3.</p> <p>Mark 3-4 answers:</p> <ul style="list-style-type: none"> • British troops sent in to deal with rioting • Can comment on the role in this of Protestants and Catholics. <p><u>Do not accept answers:</u></p> <ul style="list-style-type: none"> • that comment generally but do not focus on the source or cannot be inferred from it. • Answers that do not focus on events.

Question Number		Target
(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 A and B both mention role of Apprentice boys and all three barricades. 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 B mention use of troops • A and B mention Protestants C does not show them only Catholics.
2	4-6	<p>Developed statements indicating areas of support or lack of it making use of all three sources e.g. Source B attribute blame to Protestant Apprentice Boys. Can comment on extent of support for top mark. Reward responses that focus on the Nature Origin or Purpose of sources for extent of support or otherwise.</p> <p>4 - 6 mark answers</p> <ul style="list-style-type: none"> • A and B close support role of troops and provocation caused by the Apprentice Boys. • All show or mention Catholic violent response only B and C mention barricades <p><u>Do not accept the following answers:</u></p> <ul style="list-style-type: none"> • Information not mentioned or inferred from the three sources.

Question Number		Target
(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 shows casualty of "Bloody Sunday" and E mention loss of life.
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 D and a newspaper account though possibly an attempt at balance looks at event from different sides.

Question Number		Target
(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 troops. No as the troops sent in to restore order.
2	4-6	Developed statements offering points in support of a view using sources OR relevant knowledge, e.g. sources show use of violence by all involved. 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 so troops sent in but some say army caused problems such as "Bloody Sunday".

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