

1335/02

Edexcel GCSE

History Specification B

Aspects of Modern Social, Economic & Political History

Paper 2

Specimen Paper

Mark Schemes

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INSTRUCTIONS ON MARKING

1. Principles of Assessment

Examiners are encouraged at all times, to exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are intended only as a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

2. Date of marking

Do NOT date scripts. Each script should be numbered consecutively.

3. Ticks

The marking of the essay questions is discussed in paragraph 5 below. Ticks need not be used, though examiners may find them helpful as a way of indicating places in which candidates meet the requirements of the mark scheme. There should be no attempt to equate the number of ticks with the total mark for the answer.

4. Addition of marks

Marks for each sub-question should be placed in the right hand margin. The final total for an answer must be ringed and placed in the right-hand margin and transferred to the front sheet. The maximum mark for the paper is 60, including marks for spelling, punctuation and grammar.

5. Marking of Questions

(a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The levels are only a guide and it will be necessary therefore, for examiners to use their professional judgement in deciding at which level a question has been answered. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. It is unlikely, however, that candidates with only a superficial knowledge of these topics will reach the higher marks.

Quality of thought should be taken to include the following criteria:

- (i) the extent to which the answer is relevant to the question and is explicitly related to the question's terms;
- (ii) argues a case, when requested to do so;
- (iii) is able to make the various distinctions required by the question;
- (iv) has responded to all the various elements in the question;
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply describes or narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

6. Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (e.g. by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit.

7. Shortcomings and errors in the work of candidates

The examiner should indicate shortcomings and errors within the body of the script. The following devices will be useful in this respect and are among those most commonly employed: a wavy marginal line to indicate irrelevance, a cross to indicate error of fact, encirclement or underlining to indicate generally erroneous or unacceptable material, a question mark to indicate a dubious or ambiguous assertion, a capital 'R' to indicate unacceptable repetition, and omission mark to indicate the absence of material that might reasonably be expected. Other devices might also be employed.

8. Comments by examiners on answers and on scripts

Examiners should comment, favourably or unfavourably, briefly or at length, on a part of an answer, a whole answer or a complete script. Such comments are of assistance to Team Leaders and to any others who may have reason to look further at a marked script at a later stage.

9. Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

10. Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

11. Rubric offences

- (a) A candidate who offends against the rubric of a paper should have all the answers marked and the best answers counted up to the required number within a particular paper or section of a paper.
- (b) A candidate who offends against the rubric of a question which allows an internal choice should have the entire question marked, and should be credited with the parts best attempted, counted up to the required number. An answer that offends against the rubric and that does not score should be indicated thus: QU. 12. RUBRIC OFFENCE. DO NOT SCORE.

12. Illegibility

Scripts which are impossible to read or which contain offensive or disturbing comments should be marked 'E' on the front cover and forwarded (separately) to the Assessment Leader for History at Edexcel after the script has been marked and the mark recorded. Such scripts will be considered separately by the Chief Examiners at the conclusion of the awarding meeting.

1. Parliamentary Enclosure and Its Effects, c.1790-c.1830

- (a) *What can you learn from Source A about Arthur Young's attitude to open-field farming near Cambridge?* (4)

Target Comprehension of a source (AO2)

Level 1 Simple statement about hostile view of poor farming e.g. over run or not ploughed or direct description of the source only. (1-2)

Level 2 Developed statement that clearly demonstrates understanding of Young's poor view with effective use of the source in support e.g. loss of time and extras costs. (3-4)

- (b) *Does the evidence of Sources B and C suggest that enclosure was an improvement on the type of farming described in Source A? Explain your answer using all three sources.* (6)

Target Corroboration by cross-referencing of sources (AO2)

Level 1 Simple statement noting one area of support such as the division of the land into larger fields or improved roads. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-3)

Level 2 Statement indicating areas of support in all three sources but also can refer to areas where support is less effective e.g. the extra expense involved in the process of enclosure itself. (4-6)

- (c) *How useful are these sources in helping you understand why the process of parliamentary enclosure was often very costly for landowners and farmers? Sources B and C.* (8)

Target Evaluation of sources for utility (AO2)

Level 1 Simple statement about the sources regarding value simply as information contained e.g. they show the costs involved. (1-3)

Level 2 Developed statements on value of the sources making effective use of both sources using origin/content indicating relative value of sources e.g. a table that outlines the precise costs involved for 1791 and a map of a village that had been enclosed. (4-6)

Level 3 Developed explanation of value that makes effective use of the sources as well as origin, nature and purpose sustained 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. only one year or only one village, they might not be typical. (7-8)

- (d) *'Parliamentary enclosure in the years 1760-1830 increased the prosperity of all those involved.'* Use the sources, and your own knowledge, to explain whether you agree with this interpretation of the effects of enclosure. (12)

Target Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. some benefited as farming became more prosperous or outlines who suffered. (1 -3)

Level 2 Developed statements offering points in support of a view using sources and relevant knowledge e.g. can clearly indicate who gained and in what ways and who suffered. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4 -6)

Level 3 Developed statements giving a judgement making confident use of sources and/or supported by appropriately selected knowledge e.g. understands that the issue is not simplistic that there were gains and also losses and can explain the economic and social gains and losses. (7-10)

Level 4 Sustained argument giving a reasoned preference making consistent use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the concept of balance and can place benefits and loss in context economically, socially or geographically. (11-12)

2. Poverty and Poor Relief, c.1790-1850

- (a) *What can you learn from Source A about the effects of the Speenhamland system?* (4)

Target Comprehension of a source (AO2)

Level 1 Simple statement about either humiliation or describes what the system was. (1-2)

Level 2 Developed statement that shows clear understanding of both effects e.g. forced down wages and how the process operated in practice. (3-4)

- (b) *Do Sources C and D suggest that treatment of paupers called for in Source B had been put into operation? Explain your answer using all three sources.* (6)

Target Corroboration by cross-referencing of sources (AO2)

Level 1 Simple statement noting one area of support such as show workhouses and poor conditions. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1 -3)

Level 2 Statement indicating areas of support in both sources such as fear in Source D as well as poor conditions in Source C. (4 -6)

(c) *How useful are these sources in helping you understand the effects of the New Poor Law? Sources D and E.* (8)

Target Evaluation of sources for utility (AO2)

Level 1 Simple statement about the sources regarding value simply as information contained e.g. show ill treatment or were like prisons. (1 -3)

Level 2 Developed statements on value making effective use of both sources in terms of origin/content indicating relative value of sources e.g. a drawing of the period or an attack on the system by an opponent of the new system. (4 -6)

Level 3 Developed explanation of value that makes effective use of the sources as well as origin nature and purpose sustained 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 exaggeration but show depth of feeling. (7 -8)

(d) *“In the years 1834-50 the New Poor Law solved all the problems of poor relief.”*
Use the sources, and your own knowledge, to explain whether you agree with this view of the results of the Poor Law Amendment Act of 1834. (12)

Target Making judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. it saved money and put fear into paupers or it was inhumane, treated people like animals. (1 -3)

Level 2 Developed statement offering points in support of a view using sources and relevant knowledge e.g. can clearly indicate areas where the new law worked but can also comment on worse aspects or effects. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4 -6)

Level 3 Developed statements giving a judgement making confident use of sources and supported by appropriately selected knowledge e.g. understands areas of success of the new measure and others where the New Poor Law was clearly neither efficient (Andover) nor humane with examples. (7-10)

Level 4 Sustained argument giving a reasoned preference making consistent use of the sources as evidence supported by precisely selected knowledge e.g. can make a balanced evaluation of both sides of the argument. (11-12)

3. CHARTISM, c.1830-1850

(a) *What can you learn from Source A about the Newport riot of 1839?* (4)

Target **Comprehension of a source (AO2)**

Level 1 Simple statement about use of force or violence. (1-2)

Level 2 Developed statement that clearly shows understanding of above but for the top mark can make more effective use of the source in support e.g. armed rioters shooting unarmed people in the front of the hotel. (3-4)

(b) *Do Sources B and C support the view of Chartist methods shown in Source A? Explain your answer using all three sources.* (6)

Target **Corroboration by cross-referencing of sources (AO2)**

Level 1 Simple statement indicating one area of similarity such as reference to violence in Source B or no peaceful scene in Source C. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-3)

Level 2 Statement indicating areas of support in some sources but areas of difference in others e.g. mention of violence in B but regards the Chartists ineffective militarily and peaceful scene in Source C, the opposite of Source A. (4-6)

(c) *What is the value of these sources as evidence about the effectiveness of O'Connor's leadership? Sources D and E.* (8)

Target **Evaluation of sources for utility (AO2)**

Level 1 Simple statement about the sources as information regarding value simply as information contained e.g. shows opposition to O'Connor's leadership in Source D and value of him as a leader in Source E. (1-3)

Level 2 Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources e.g. one by a chartist the other a modern biography. (4-6)

Level 3 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 out to discredit O'Connor the other a more detached view written with hindsight or similar. (7-8)

- (d) *'The failure of its leaders to agree on which methods to use was the main reason for the failure of Chartism'. Use the sources, and your own knowledge, to explain whether you agree with this interpretation.* (12)

Target Making judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. yes divided leadership weakened the movement or no it did not. (1 -3)

Level 2 Developed statement offering points in support of a view for/against view supported by appropriately selected knowledge e.g. giving possible other reasons why the movement failed, such as support depended on economic factors. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4 -6)

Level 3 Developed statements giving a judgement making confident use of the sources and/or supported by appropriately selected knowledge e.g. understands that a range of factors were involved such as above and other movements pulled support away such as trade unions. (7 -10)

Level 4 Sustained argument giving a reasoned judgement that makes consistent use of the sources as evidence supported by precisely selected knowledge e.g. that although support was linked closely to the economic climate or rival attractions of other movements such as the Anti-Corn Law League. Divided leadership was not the only factor involved. Shows awareness of a range of factors involved in failure and not simply a mono-causal explanation. (11-12)

4. THE CAMPAIGNS FOR FACTORY AND MINES REFORM, c.1800-1880

- (a) *What can you learn from Source A about working conditions in cotton mills?* (4)

Target Comprehension of a source (AO2)

Level 1 Simple statement about employment of children in the mill or long hours worked. (1-2)

Level 2 Developed statement that clearly shows understanding of range of factors such as safety, hours worked and lack of breaks. (3-4)

- (b) *Does the evidence of Sources B and C support the evidence of Source A about factory work? Refer to all three sources in your answer.* (6)

Target Corroboration by cross referencing of sources (AO2)

Level 1 Simple statement of support indicating one area of support such as long hours worked and lack of proper breaks. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-3)

Level 2 Statements indicating areas of support using all three sources. Is able to make some attempt to address the issue of extent. (4-6)

(c) *Explain why many people opposed the movement for factory reform in the 1830s and 1840s.* (8)

Target Evaluation of sources for utility (AO2)

Level 1 Simple statement about the sources as information at face value supported by some knowledge e.g. both of them are against reforms. (1-3)

Level 2 Developed statements cross referencing between sources making inferences on possible reasons that explain opposition value supported by relevant knowledge or can make effective use of knowledge of own. Expect reference to opposition of Factory owners. Use of own knowledge/sources to Level 2 only. (4-6)

Level 3 Sustained analysis making effective use of the sources and own knowledge to give balanced view of the range of groups who opposed reform and can give reasons to explain opposition. (7-8)

(d) *'The Factory Acts of the first half of the nineteenth century had very little success in improving conditions in factories.'* Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view. (12)

Target Making judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. yes because people avoided legislation or did achieve success, limited hours. (1-3)

Level 2 Developed statement offering points in support of view against view giving reasons for success or other supported by some relevant knowledge e.g. that children were banned from working under a certain age and hours limited. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3 Developed statement giving a judgement about interpretation making confident use of the sources and supported by appropriately selected knowledge e.g. understands that a range of factors were involved in terms of success or failure, can give some assessment of relative success such as limited age but for a time no means of enforcing it. Shows some evidence of Acts. e.g. 1833 and 1847. Use of own knowledge only. (7-10)

Level 4 Sustained argument giving a reasoned judgement that makes consistent use of the sources as evidence supported by precisely selected knowledge e.g. evaluation of a range of measures taken with clear identification of areas of success and areas where success was limited. (11-12)

5. THE CAMPAIGN FOR WOMEN'S SUFFRAGE, C.1870-1918.

(a) *What can you learn from Source A about why suffragists thought that women should have the vote?* (4)

Target **Comprehension of a source (AO2)**

Level 1 Simple statement about what the postcard shows e.g. men can be criminals and still have the vote. (1-2)

Level 2 Developed statement that clearly shows understanding of the reasons and makes more effective use of the source in support. (3-4)

(b) *Do Sources B and D support the view about suffragette activity given in Source C? Explain your answer using all three sources.* (6)

Target **Corroboration by cross-referencing of sources (AO2)**

Level 1 Simple statement indicating one area of similarity such as recognition of the violent methods used by the suffragettes to achieve their aims, or generalised comment. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-3)

Level 2 Developed statement indicating areas of support or otherwise e.g. noting that Source C talks about inciting riot. It does not specify any actions they took unlike the other two sources. Be generous. (4-6)

(c) *What is the value of these sources as evidence about the tactics and methods used to win support for the 'votes for women' campaign before 1914? Sources C and E.* (8)

Target **Evaluation of sources for utility (AO2)**

Level 1 Simple statement about the sources as information regarding value simply as information contained e.g. shows opposition to suffragettes in Source C and need for co-operation in Source E. (1-3)

Level 2 Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources e.g. one from a newspaper the other an account written by a suffragette. (4-6)

Level 3 Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of each source as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one out to discredit suffragettes, a newspaper that was hostile, the other written long after the events described. (7-8)

- (d) *'Women gained the vote in 1918 because of the success of militant methods.'* Use the sources, and your own knowledge, to explain whether you agree with this interpretation. (12)

Target Making judgement about an interpretation of an issue, relating analysis of sources to contextual knowledge (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. no, got the vote through war work can give one example, or yes, they did play an important role in changing attitudes. (1 -3)

Level 2 Developed statements offering points in support of a view using sources and/or relevant knowledge e.g. can clearly indicate areas where the war helped the cause of women but can see some value in the campaigns before 1914 or can explain why these worked against the cause of women. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4 -6)

Level 3 Developed statements giving a judgement making confident use of sources and/or supported by appropriately selected knowledge e.g. how the war improved, the position of women in society but also shows awareness of other factors at work. Can place campaigns in context. (7-10)

Level 4 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. (11-12)

6. CINEMA, RADIO AND TV SINCE 1918

- (a) *What can you learn from Source A about Reith's attitude to the cinema in 1924?* (4)

Target Comprehension of a source (AO2)

Level 1 Simple statement about the popularity of programmes like this. (1-2)

Level 2 Developed statement that clearly shows understanding of type of programme as well as the way the programmes were. More effective use is made of the source in support. (3-4)

- (b) *Do Sources B and C support the view of the cinema given in Source A? Explain your answer using all three sources.* (6)

Target Corroboration by cross-referencing of sources (AO2)

Level 1 Simple statement noting one area of similarity such as popularity of the cinema in B and C. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1 -3)

Level 2 Statements can indicate areas that both are areas of support but also that some areas are not covered e.g. neither Source B nor C make any reference to the educational value of the cinema. (4 -6)

- (c) *How useful are these sources in helping you understand the importance of the cinema in the 1940s and 1950s? Sources B and E.* (8)

Target Evaluation of sources for utility (AO2)

Level 1 Simple statement about the sources as information regarding value simply as information contained e.g. shows enthusiasm in Source B and Source E shows the decline in cinema attendance. (1 -3)

Level 2 Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources e.g. one by a film fan the other from a history book written in the 1980s. (4 -6)

Level 3 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 personal view but only one person's view, the other talks on one town. A more detached view written with hindsight or similar. (7-8)

- (d) *'The cinemas stood no real chance of survival after the development of television.' Use the sources, and your own knowledge, to explain whether you agree with this effect of television on the cinema since 1945.* (12)

Target Making judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. yes and can give examples of decline such as Source E or no, cinemas still popular. (1 -3)

Level 2 Developed statement offering points in support of a view using sources and/or relevant knowledge e.g. can clearly indicate areas where the cinemas suffered in the late 50s and 60s but can indicate more recent upsurge in the cinema. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4 -6)

Level 3 Developed statements giving a judgement about confident use of the sources supported by appropriately selected knowledge e.g. how the cinemas had enjoyed mixed fortunes but can offer argument against sweeping statements that is not supported by evidence such as that in Source F. Can indicate other factors at work not just the impact of TV. (7 -10)

Level 4 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 areas of relative success and also areas where the cinema has had to adapt to the changing times and can evaluate relative success. (11-12)

7. THE IMPACT OF THE GREAT DEPRESSION ON BRITAIN, c.1929-1939

(a) *What can you learn from Source A about the effects of the Depression on people in Britain?* (4)

Target **Comprehension of source (AO2)**

Level 1 Simple statements taking the sources at face value, e.g. people were unemployed, they starved, they went to skin and bone etc. (1-2)

Level 2 Developed statements making inferences from the source, e.g. references to the scale of effects, unemployed for eleven and a half years, physical deprivation; credit own knowledge used etc. (3-4)

(b) *Study Sources A, B and C. Do Sources B and C support the evidence of Source A about the effects of the Depression? Explain your answer with reference to all three sources.* (6)

Target **Comparison and analysis of sources (AO2)**

Level 1 Simple statements using the sources at face value, e.g. B does not support A because it shows that the numbers of people working increased, C does support A because it shows that many people were unemployed etc. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-3)

Level 2 Developed statements making inferences from the sources, e.g. A suggests that the effects of the Depression were very severe, but B gives a very different picture of a booming economy; C supports A, the men are poorly dressed, there are many of them and they have nowhere to go etc. (4-6)

(c) *Study Sources D and E. How useful are these sources in helping you to understand what life was like for people in different parts of Britain in the 1930s?* (8)

Target **Evaluation of sources for utility (AO2)**

Level 1 Simple statements using the sources as information at face value, e.g. D says that life was getting easier, prices fell, E suggests that life was hard, nothing was wasted etc. (1-3)

Level 2 Developed statements making inferences from the sources, e.g. D shows that for people in work the 1930s were a time of relative prosperity with chain stores and electrical goods, E shows that unemployment was a very serious problem in some areas of the country and that little was done to alleviate it etc. (4-6)

Level 3 Developed explanation using the sources as evidence, e.g. D is from a book written in 1959 surveying the 1930s, the title suggests a time when people were better off and with hindsight it was for the majority of the people of Britain; E, part of a wireless broadcast, shows that poverty was severe and that it was serious enough to have attracted the attention of the BBC etc. (7-8)

- (d) *Study all of the sources and use your own knowledge.*
“The Depression had the same affect on people in all parts of Britain.”

Use the sources and your own knowledge to explain whether you agree with this view. (12)

Target Assessment of interpretation in context (AO1 & AO3)

Level 1 Simple statements using the sources at face value or some own knowledge, e.g. no because so sources show that poverty was widespread and severe, others suggest that life was getting better etc. (1-3)

Level 2 Developed statements making inferences from the sources and using relevant own knowledge, e.g. in the 'old' industries there was mass-unemployment, this is shown in A, C and E; the 'new' industries offered employment and also a higher standard of living, this is shown in B and D etc. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3 Developed explanation making a choice using the sources as evidence and selected own knowledge, e.g. Sources A, E and F are all interviews with eye-witnesses and they show that 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; Sources B and D provide an overview, with the benefit of hindsight, and show 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. (7-10)

Level 4 Sustained argument assessing different views using the sources as evidence and using precisely selected own knowledge, e.g. in a sense the depression did have the same effects on people all over Britain, wages and prices fell and all areas suffered from higher unemployment, but Sources A, E and F suggest that the severe consequences were isolated; two of these were all 'selected' for wireless broadcasts; Sources B and D are more balanced judgements and suggest that overall the 1930s was a time of improving living standards for a number of reasons etc. (11-12)

8. THE IMPACT OF THE SECOND WORLD WAR ON BRITISH SOCIETY TO C.1951.

- (a) *What can you learn from Source A about fears of air raids well before the Second World War?* (4)

Target Comprehension of a source (AO2)

Level 1 Simple statement about the destruction caused by the bombing. (1-2)

Level 2 Developed statement that clearly shows understanding of effects of bombing as shown by the source, death and panic both indicated for the second mark. (3-4)

- (b) *To what extent does the evidence of Sources B and C support the view given in Source A of the likely effects of air raids? Refer to all three sources in your answer.* (6)

Target Corroboration by cross referencing of sources (AO2)

Level 1 Simple statement noting one area of support in the sources. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-3)

Level 2 Statement indicating areas of support in all three sources and can draw conclusions giving particular examples from the sources. Can cite destruction in B and confusion in C. Can address issue of extent for the top mark. (4-6)

- (c) *How useful are these sources in explaining why such different views were given about the effects of bombing on the civilian population? Use the evidence of all three sources and your own knowledge to explain your answer.* (8)

Target Evaluation of sources for utility (AO2)

Level 1 Simple statement about differences using sources or own knowledge makes statements about different attitudes to effects giving examples. Information contained only. (1-3)

Level 2 Develops statements about differences using origin/content of sources and own knowledge or developed statements about reasons why different views were held e.g. Germans would exaggerate effects whereas the British would underplay them. (4-6)

Level 3 Develops a reasoned explanation for differences that makes effective use of the sources as well as origin and nature sustained by precisely selected knowledge e.g. can give clear explanation of one written before mass bombing and tended to over exaggerate effects and the propaganda role of the other two. (7-8)

- (d) *'German bombing in the years 1940-41 had little effect on British industry and totally failed to weaken British morale.'* Use the evidence of the sources, and your own knowledge, to explain whether you agree with this interpretation. (12)

Target Making judgement about an interpretation of an issue; relating analysis of sources to contextual knowledge (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. can use sources to show that morale was not broken. (1-3)

Level 2 Developed statements offering points in support of a view using sources and relevant knowledge e.g. can indicate areas of possible German success but also areas where bombing was less successful such as war production never stopped and morale never really broke. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3 Developed statements giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. can evaluate relative effect of bombing campaign. (7-10)

Level 4 Sustained argument giving a reasoned preference making consistent use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the areas of relative success against the overall damage and destruction caused perhaps less than many feared before the war. (11-12)

9. RACE RELATIONS IN A MULTI-CULTURAL SOCIETY SINCE 1945

(a) *What can you learn from Source A of West Indian immigrant opinions about England?* (4)

Target Comprehension of a source (AO2)

Level 1 Simple statement about high expectations or great opportunities or direct use of the source only. (1-2)

Level 2 Developed statement that clearly indicates understanding of the source and can give several examples of opinions possibly with some comment that they were based on faulty information. (3-4)

(b) *To what extent does the evidence of Sources B and C support the views about the opportunities available in England shown in Source A? Refer to all three sources in your answer.* (6)

Target Corroboration by cross referencing of sources (AO2)

Level 1 Simple statement indicating one area of lack of support such as the immigrants soon learnt that Britain was not the land of opportunity they thought it might have been. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-2)

Level 2 Developed statement noting areas of lack of support in all three sources but also can comment on the extent for the top mark. Can make effective use of all sources. (3-4)

(c) *How useful are these sources in explaining the reasons for racial discrimination in Britain in the period 1945-1990? Sources D, E and F.* (8)

Target Evaluation of sources for utility (AO2)

Level 1 Simple statement about the sources as information at face value supported by some knowledge e.g. shows extent of problem of racial discrimination in the period after 1945. (1-3)

Level 2 Developed statement cross referencing between sources making inferences on value supported by relevant knowledge. (4-6)

Level 3 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, shows specific understanding of content but also the context of the sources such as when and why produced. Could show some knowledge of potential bias but can also see value. (7-8)

(d) *'Legislation to end racial discrimination has totally failed.'* Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view. (12)

Target Making judgement about an interpretation of an interpretation, relating analysis of sources to contextual knowledge (AO1 & AO3)

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. some made gains or the existence still of racial discrimination. (1-3)

Level 2 Developed statements offering points in support of a view using sources and relevant knowledge e.g. can clearly indicate areas where the laws have been ineffective or areas where they have been of benefit. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3 Developed statements 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 success and failures. (7-10)

Level 4 Sustained argument giving a reasoned preference making consistent 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 failures in context. (11-12)

10. IRELAND C. 1964-1996

(a) *Study Source A*

What can you learn from Source A about the aims of the Sunningdale Agreement? (4)

Target Comprehension of source (AO2)

Level 1 Simple statements taking the source at face value, e.g. it was welcomed, Unionists and Nationalists supported it, all politicians in Britain supported it, it was popular etc. (1-2)

Level 2 Developed statements making inferences from the source, e.g. comments on the degree of support, on the nature of the agreement: credit own knowledge about its significance etc. (3-4)

(b) *Study Sources A, B and C.*

Do Sources B and C support the evidence of Source A about reactions to the Sunningdale Agreement? Explain your answer with reference to all three sources. (6)

Target Comparison and analysis of sources (AO2)

Level 1 Simple statements using the sources at face value, e.g. B and C say that the Agreement was a failure, A says that it was a success, terms quoted from the sources 'great step forward', 'meaningless' etc. NB: Candidates who only refer to 2 sources cannot go above the top of this level (max. 3 marks). (1-2)

Level 2 Developed statements making inferences from the sources, e.g. explains that B says that both Loyalists and Nationalists were misled about the true nature of the agreement, C implies that it was a British 'plot', therefore the Agreement did not have the support of the great body of the Northern Irish people as was suggested in A etc. (3-4)

Level 3 Developed explanation using the sources as evidence and putting them into context, e.g. shows understanding of the nature, origin and purpose of the sources, refers specifically to McAliskey and Rees and to the date of Source C, i.e. after the beginning of the general strike etc. (5-6)

(c) *Study Sources D and E. How useful are these sources in helping you to understand the reactions of Protestants to the Power Sharing Executive?* (8)

Target Evaluation of sources for utility (AO2)

Level 1 Simple statements using the sources as information at face value, e.g. Source D says that Protestants simply opposed the strike because the disagreed with it, Source E shows violence being used etc. (1-3)

Level 2 Developed statements making inferences from the sources, e.g. points to the conflict between the sources, the leader of the strike would probably try to deny violence, but the photograph shows it happening etc. (4-6)

Level 3 Developed explanation using the sources as evidence, e.g. the leader of the strike would obviously deny violence when he is speaking on Radio 4, but the photograph suggests that violence and intimidation did take place; the dates suggest that violence was used at the beginning of the strike (Source E 16 May), while Source D is dated later after the strike had been in force for several weeks etc. (7-8)

(d) *Study all of the sources and use your own knowledge.*

'The Power Sharing Executive failed because Unionists did not trust the British government.'

Use the sources and your own knowledge to explain whether you agree with this view.

(12)

Target **Assessment of interpretation in context (AO1 & AO3)**

Level 1 Simple statement indicating yes or no with limited use of sources or own knowledge e.g. can use sources to show that lack of trust did exist or no other reasons involved e.g. violence etc.

(1-3)

Level 2 Developed statements offering points in support of a view using sources and relevant knowledge, e.g. yes B and C both say that the agreement failed because the British government misled the people in Northern Ireland, no E and F all talk about violence and other factors at work. Candidates who use EITHER only own knowledge OR only implicit use of sources cannot go above level 2.

(4-6)

Level 3 Developed statements giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. on balance May 1974 appears to be the crucial time when the Agreement failed and Sources C, D, E and F are all dated then; C suggests that it was trust, but the evidence of E (a photograph) and F (the evidence of an eye-witness) suggest that violence and intimidation were the main reasons for the collapse etc.

(7-9)

Level 4 Sustained argument giving a reasoned preference making consistent use of the sources as evidence supported by precisely selected knowledge e.g. the sources suggest that there were a number of reasons for the collapse of the Agreement, A and B suggest that despite its initial popularity it was in fact doomed from the start, C, D, E and F suggest that matters came to a head when the Power Sharing Executive was set up in 1974 and that it was the general strike that actually brought about collapse etc.

(10-12)