

Specification Guide

**Edexcel GCSE in History A: Modern European
and World History (1334)**

First examination 2003

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Authorised by Peter Goff

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Introduction

Edexcel GCSE History Specification A: Modern World and European History, allows centres to study aspects of Europe and the World during the twentieth century. British history is studied in the coursework units.

Centres must choose **two** outline studies, **two** depth studies and **two** coursework units. The outline studies require candidates to study change over a long period of time, at least a century. The depth studies require candidates to study the impact of movements or events over shorter periods. The depth studies have been selected so that they complement and extend the outline studies.

For example, a centre that chose outline study A1: The Road to War, could complement that with depth study B2: The war to End Wars. Depth study B3: Depression and New Deal, could complement outline study A5: A Divided Union?

Coursework

Candidates must complete **two** coursework assignments based upon any two of the coursework units specified in the Specification. Coursework units must not duplicate content studied for Paper 1 *or* Paper 2. Approved Edexcel–designed units containing specified content and assignments are available for these options from Edexcel publications department and the website.

Centres that select coursework units and assignments from those published by Edexcel do not need to submit them for approval.

Centre designed coursework units and assignments must focus on the late nineteenth and twentieth century British history or on the late nineteenth and twentieth century history of England, Scotland, Ireland or Wales.

Centres that design their own coursework assignments must submit them for approval by the regional consultant/moderator, using form HG1, from the Specification, prior to setting them for students.

Content of outline studies

The following subject content for each unit is provided so that centres can plan schemes of work more effectively. The subject content is intended to identify the scope of each outline and depth study and will allow centres to prepare their candidates more thoroughly for the terminal examinations.

A1: The Road to War: Europe 1870 –1914

Questions will focus upon:

The reasons for the growth of alliance systems in Europe from 1870 to 1914 and their impact on relations between the great powers; the growing power of Germany and its impact upon relations with Britain and France; the rivalry between the Austro–Hungarian Empire and Russia and its impact upon the Balkans.

Candidates should understand:

- Europe in 1870, the impact of the Franco–Prussian War, the growth and expansion of the German Empire from 1871 to 1914 and the impact of German expansion in Europe and abroad on relations with Britain and France
- the growth of the alliance system; the reasons for the impact of the Dreikaiserbund, the Dual Alliance, Triple Alliance, Reinsurance Treaty, the Dual Entente, the Entente Cordiale and the Triple Entente
- The Balkans in the early 1870s; the reasons for an impact of the crisis in 1877–8, the details and impact of the Congress of Berlin, the reasons for Austro–Hungarian and Russian rivalry in the Balkans from 1878 to 1903; the impact of the rise of Serbia, the annexation of Bosnia–Herzegovina in 1908 and the Balkan Wars 1912–1913; reasons for the hostility between Austria–Hungary and Serbia; the crisis of June–July 1914
- reasons for the growing rivalry between Germany and Britain from the 1890s; colonial friction, the Kruger telegram, the Boer War, the German Navy Laws, the Naval Arms Race 1905–1914; the role of Kaiser Wilhelm II in increasing tension, the Morocco crises.

A2: Nationalism and Independence in India, c. 1900–1949

Questions will focus upon:

The nature of British rule in India and the attempts by the British to reform the government from 1909 to 1946. The reasons for and development of the campaigns to win independence for India, the role of Congress and the Muslim League; the impact of the two world wars and reasons for and impact of independence and partition in 1947.

Candidates should understand:

- British rule in India in c. 1900, the role of the Viceroy, the nature and extent of princely states; the reasons for and the impact of the growth of nationalism from 1905 to 1914; the impact of the decision to divide Bengal, the reasons for and the impact of the Indian Councils Act of 1909 (Morley–Minto reforms)
- the economic impact of the First World War on India; the reasons for the growth of demands for Home Rule, the Lucknow Pact, the impact of the return of Gandhi to India in 1915, the reasons for unrest in India in 1917–18, the significance of the Montague Declaration and the Montague Chelmsford Reforms
- India after the First World War; the impact of the Rowlatt Acts and the Amritsar Massacre, the nature and impact of the Government of India Act of 1919; the reasons for the opposition of Congress; the nature and impact of the campaigns of opposition from 1920–22 and 1931–35
- British attempts at reform; the nature and impact of the Simon Commission, the Round Table Conferences and the Government of India Act 1935; reason for opposition by Congress and the Muslim League
- the impact of the Second World War on India; reactions of Congress and the Muslim League to the declaration of war; the Quit India campaign; the policy of Jinnah from 1939 in supporting Britain and campaigning for a separate Muslim state; the reasons for the failure of the Cripps' Mission; the changed positions of Congress and the Muslim League by 1945
- India 1945–1949; the policy of the Labour Government; reasons for the failure of the Cabinet Mission and the declining relations between Congress and the Muslim League; the impact of Direct Action; the reasons for the decision of the Labour Government to allow independence as quickly as possible; the role of Mountbatten, the impact of Partition.

A3: The Emergence of Modern China, 1911–1976

Questions will focus upon:

The reasons for an impact of the changing nature of political control in China; the impact of change upon the peoples of China; the nature and impact of the attempts to modernise the Chinese economy and Chinese society.

Candidates should understand:

- China in 1911; the origins of the GMD, the role of Sun Yatsen; the reasons for the revolution of 1911 and its collapse by 1916; the reasons for and impact of the growth of the warlords from the 1910s to the 1930s; the origins of the CCP and relations between the GMD and CCP in the 1920s
- China in the 1920s and 1930s: the reason for and impact of the Northern Campaigns and the United Front; the impact of the Japanese invasion; the reasons for the attacks of the GMD upon the CCP and the Long March; the reasons for the second United Front
- the impact of war upon China; the reasons for the decline of the GMD and the success of the CCP; the role of Mao in organising peasants; the tactics and methods of the CCP; the reasons for the success of the Revolution in 1949
- Mao's policies; the reasons for and impact of land reform, the Five Year Plans, the Great Leap Forward and 100 flowers; the reasons for Mao's loss of influence from 1960; differences between Mao and Deng and Liao; the changing roles of women; the reasons for and impact of the Cultural Revolution; the reasons for the end of the Cultural Revolution from 1968 and its effects on China until 1976.

A4: The Rise and Fall of the Communist State: the Soviet Union, 1928–91

Question will focus upon:

The changing nature and impact communist rule of the Soviet Union and its peoples; the nature of attempts to reform the Soviet state and the reasons for their failure; the reasons for the decline and collapse of the Soviet system.

Candidates should understand:

- the nature of Stalin's rule in 1928; the reasons for the introduction of the Five Year Plans and Collectivisation and their impact upon the Soviet economy and the Soviet peoples; the use of Gosplan, Targets and Stakhanovites to create a command economy
- the reasons for and impact of the Purges and Stalin's attempts to rewrite the history of Russia and the Soviet Union; the use of terror and forced labour camps, the nature of and reasons for the Show Trials; the development of the Cult of Personality
- the Soviet Union under Khrushchev; the reasons for ascent to power by 1957; the nature and impact of De-Stalinisation; the nature of and reasons for the failure of Khrushchev's attempts

to reform agriculture and industry; the reasons for Khrushchev's growing unpopularity in the Soviet Union from 1960

- the Soviet Union under Brezhnev; the increase of corruption under Brezhnev and its consequences for the Soviet economy; the impact of the increased power of the KGB from 1967; the consequences of the mental failure of Brezhnev from 1976 and the early deaths of Andropov and Chernenko
- the Soviet Union under Gorbachev; the Soviet economy in the mid-1980s; Gorbachev's attempts at reform; Glasnost and Perestroika; the impact of and reasons for the failure of Gorbachev's reforms; the break up of the Soviet Union; reasons for Gorbachev's resignation as President of the Soviet Union in December 1991.

NB: The fourth bullet point is provided by way of general guidance. Detailed knowledge and understanding of Brezhnev's period in power will not be expected.

A5: A Divided Union? The USA, 1941–80

Questions will focus upon:

The development of the US economy and the impact of prosperity upon the US people; political divisions between left and right in the USA; the attempts by minority and protest groups to obtain equality of opportunity and treatment.

Candidates should understand:

- the impact of the Second World War upon the US economy; the increase of employment, the creation of an economic superpower and post-war affluence; the impact of the Second World War upon the lives of Black Americans and Japanese immigrants and the changing role of women during the war
- the reasons for and nature of the McCarthyism and the Red Scare; the impact of the accusations of McCarthy and reasons for his discrediting
- the reasons for the growth of civil rights movements in the 1950s and 1960s; the role of individuals, such as Martin Luther King and Malcolm X; the changing methods and tactics employed by the civil rights movements and their degree of success to 1970
- the roles of Kennedy and Johnson in attempting to reform US society; the nature and impact of the 'New Frontier' and the 'Great Society' and their relative success
- The reasons for and the impact of the protest movements on the 1960s and early 1970s; the impact of youth culture and the women's movement on US society
- the reasons for and nature of the Watergate Scandal and its impact upon the presidency of Nixon and upon US society.

A6: Superpower Relations, 1945–90

Questions will focus upon:

The breakdown of the wartime alliance and the creation of the Cold War; the changing nature of superpower relations after the death of Stalin, Co-existence and Containment; attempts at détente and changing relations during the 1980s.

Candidates should understand:

- relations between the superpowers in 1945; Yalta, Potsdam and the settlement of Germany; the reasons for Stalin's mistrust of the West; the differing policies of Roosevelt and Truman
- East and West from 1946 to 1948; the reasons for and nature of the Truman Doctrine, Marshall Aid and the Marshall Plan; Stalin's reasons for opposing US aid and Comecon; the reasons for and nature of the attempts to rebuild the West German economy, Bizonia and the Deutschmark
- The Berlin Blockade and its consequences; the reasons for and nature of the airlift; the impact of the creation of NATO, the German Federal Republic and the German Democratic Republic; the reasons for the creation of the Warsaw Pact
- Superpower rivalry 1949–1961; the reasons for and the impact of disagreements over Berlin; the building of the Berlin Wall; the reasons for and impact of the Hungarian Uprising; the nature and impact of the arms race
- The Cuban Missiles Crisis; the reasons for and impact of the Cuban Revolution; events in Cuba 1959 to 1961; the reasons for and impact of the missiles crisis; the changing nature of superpower relations after Cuba the reasons for and nature of the attempts at détente from 1963
- Superpower relations 1979 to 1990; the impact of the invasion of Afghanistan upon relations between the superpowers; the policies of Reagan and the impact of the appointment of Gorbachev; the reasons for the improvement in relations from 1985; the end of the Cold War.

A7: Conflict and the Quest for Peace in the Middle East, 1948–95

Questions will focus on:

The impact of the creation of the state of Israel on the Middle East; changing relations between Israel and its Arab neighbours; attempts to bring a lasting peace to the Middle East.

Candidates should understand:

- the situation in the Middle East in 1948; the British withdrawal and the UN Partition Plan; the reasons for and the impact of the war of 1948–9; the results of the war for the Middle East
- war between Israel and the Arab states; the reasons for and impact of Israeli involvement in the Suez; the role of the UN in the Middle East from 1957; the reasons for and impact and consequences of the wars of 1967 and 1973; the significance of geographical changes to the state of Israel
- the impact of conflict in the Middle East; the reasons for and impact of the involvement of the UN and the superpowers in the Middle East; the impact of conflict on the state of Israel; the reasons for and impact of the Israeli occupation of southern Lebanon
- the PLO; the reasons for the growth of the PLO in the 1960s and its changing nature in the 1970s and 1980s; the activities of other Palestinian organisations; the role of Yasser Arafat
- peacemaking and Palestinian unrest; the reasons for and impact of the Camp David agreement; the roles of Sadat, Begin and Carter; the reasons for and nature of the intifada and the changing policies of the PLO; the conferences and Peace Accords of 1995.

Paper 1

Introduction

The purpose of the outline studies on Paper 1 is to allow students to acquire an understanding of change in an aspect of European or World history over a period of time of at least forty years. In order to do this, centres should ensure that their students have a clear understanding of the situation at the beginning of the period and a similar understanding of the end of the period. They should also be aware of the major factors, events and individuals that brought about change.

For example, a centre that chose to study outline A6: Superpower Relations, 1945–1990 should begin its scheme of work for this unit with a study of relations between the Superpowers at the end of the Second World War. This should include an explanation of the longer term reasons for the breakdown of the wartime alliance, eg Stalin’s suspicions of the West because of their support for the Whites in the Russian Civil War; his belief that they encouraged Hitler to attack him and the delays in the Normandy landings.

Such an introduction would set the scene very effectively and would provide a basis onto which students could build their understanding of change from 1945.

Students would then study the factors, which led to the breakdown of the wartime alliance. This would be followed by an understanding of relations between the Superpowers during the Cold War from 1948, the beginning of the Berlin Blockade, to 1956, the Hungarian Uprising. Students should then have an understanding of the changes in relations, which took place under Khrushchev, the impact of Peaceful Co–existence, summit meetings and the reasons why relations deteriorated in the early 1960s; the Berlin Wall and the Cuban Missiles Crisis

The next section of the scheme of work would deal with the impact of Detente; the attempts made by the Superpowers to reach agreements from 1963 to 1975. In particular the talks aimed at arms limitations and the Helsinki Agreement. This would lead to a study of the impact of the invasion of Afghanistan and the changes in relations from 1979 to 1985.

The scheme of work would end with a study of the reasons for the end of the Cold War from 1985 to 1990; the significance of the roles of Reagan and Gorbachev and the impact of events upon the peoples of eastern Europe.

Questions on Paper 1

For each outline study, candidates will be expected to answer six questions, **four** in part (a) and **two** in part (b). The four questions in part (a) will be organised in sequence so that candidates can show their understanding of developments within the outline study. The questions in part (b) will cover other aspects of the outline study. All the questions in Paper 1 will be targeted upon assessment objective 1.

Part A

The four questions in this part will be based upon stimulus material. This material may be in the form of a picture, a map, a table or statistics. The stimulus material will always be relevant to the questions that follow it and will be of use to candidates in their answers to the questions.

Question 1 will require a short answer and will focus on a key feature or ask for one reason why a change took place. There will be two levels in the markscheme. Level 1, for two marks will be awarded to candidates who show some knowledge of the focus of the question, but level 2, three marks will be awarded when candidates show relevant knowledge in context.

Question 2 will normally have two levels in the marks scheme.

Level 1: Simple statements supported by some knowledge

This will be awarded when candidates make statements in sentences which lack any supporting knowledge or understanding, or when they make general statements which lack contextual accuracy.

Level 2: Developed statements supported by relevant knowledge

This will be awarded when candidates are able to support their initial statements with knowledge and understanding in paragraph form. The supporting material must be relevant to the initial statement. Usually one developed paragraph will earn a low level 2 mark.

Questions 3 and 4 will normally have three levels in the markscheme.

Level 1: Simple statements supported by some knowledge

This will be awarded when candidates make statements in sentences which lack any supporting knowledge or understanding, or when they make general statements which lack contextual accuracy.

Level 2: Developed statements supported by relevant knowledge

This will be awarded when candidates are able to support their initial statements with knowledge and understanding in paragraph form. The supporting material must be relevant to the initial statement. Usually one developed paragraph will earn a low level 2 mark.

Level 3: Developed explanation supported by selected knowledge

This will be awarded when candidates write a sequence of paragraphs with supporting knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates should, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence.

Part B

In this part of the question there will be two longer, or essay style questions. One of which will be based upon ‘scaffolding’ (stimulus material), which will be in the form of a list of events, people etc. The stimulus material is not merely intended to be a framework for an answer, but to provide focus around which candidates may structure their response. Candidates may make use of the stimulus material in their answers, but should show their understanding of the nature and relevance of the material in the list in order to reach the higher levels in the markscheme. They should also refer to their own knowledge and understanding wherever possible. The best answers to this part will show an ability to balance and organise the stimulus material and the candidates own knowledge.

Level 1: Simple statements supported by some knowledge

This will be awarded when candidates make statements in sentences which lack any supporting knowledge or understanding, or when they make general statements, which lack contextual accuracy.

Level 2: Developed statements supported by relevant knowledge

This will be awarded when candidates are able to support their initial statements with knowledge and understanding in paragraph form. The supporting material must be relevant to the initial statement. Usually one developed paragraph will earn a low level 2 mark.

Level 3: Developed explanation supported by selected knowledge

This will be awarded when candidates write a sequence of paragraphs with supporting knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates should, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence.

Level 4: Sustained argument supported by precisely selected knowledge

This will be awarded when candidates show clear understanding of the nature and focus of the question and structure an answer accordingly.

For example, a candidate might develop an answer along the following lines:

Paragraph 1

Introduction: explanation of any specialist terms in the question and reference to dates etc.
Statement of the main points to be made, eg in a causation question, the pinpointing of the most important factor(s) should come at the end of this paragraph. These should then be followed up during the next section of the essay.

Paragraphs 2, 3, 4 etc.

A sequence of supporting paragraphs developing an argument, each dealing with a factor/change/consequence and showing clear links between factors. Paragraphs should refer back to the points made in the introduction and in particular should explain why factors have been identified as being the most important.

The sequence of paragraphs should be ordered and logical. Each one should lead naturally to the next.

Paragraph 5

A summary of the main points made in the essay; with reference to the most important factors etc, that were pinpointed in the introduction and were referred to in the second section of the essay and to the ways that they have been supported in the main body of the essay.

This structure can be simplified as Statement, Support, Summary.

It should be noted that the above framework is not the sole means of achieving Level 4, either in examination papers or in coursework assignments. It also does not exemplify a required method of approaching essay questions. It should, therefore, be seen as a suggested way of tackling such questions and centres should adopt, adapt or reject it accordingly.

A template for students' use can be found on page 12.

Statement: This is the introduction to the essay. First of all you need to show that you understand the question. Explain any terms, names and dates that are in the question and then outline the main points that you are going to make.

Support: This is the main body of your answer. You need to write a series of paragraphs explaining the points that you referred to in the Introduction. There may be three, four or any number of paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long and short term **causes**, make sure that you explain the long term causes first. But, if you are referring to long and short term effects, make sure that you refer to the short term effects first.

Summary: In this section you finish off your answer. Refer back to the points that you made in the Introduction and explained in the middle section. Make absolutely clear what you believe to be the main reasons etc.

Different styles of questions on Paper 1

In Paper 1 candidates will face questions which make different demands upon them according to the assessment objective that is targeted. There will be four types of questions, each with a key task. These will be 'describe', 'why', 'effect' and 'change'.

Describe – Key Features

Questions which ask candidates to 'describe' people or events can be the easiest to tackle. However, candidates must ensure that such questions are approached carefully. Level 3 can only be reached if the description is properly organised and the paragraphs are put into an appropriate sequence. This may be chronological or hierarchical.

Why – Causation

Questions, which contain the word 'why', are asking candidates to explain why something happened. They do not require a description of what did happen. However, candidates frequently answer causation questions with descriptions. The higher levels in a causation markscheme can only be reached when candidates attempt to answer the question by explaining the reasons why something happened. The key to a good answer, therefore, is to write about reasons and not events.

Effect – Consequence

Questions which ask candidates to explain the effects of an event or action are requiring an answer that looks at consequences. This means that candidates must focus upon the events that took place as a result. Once again it is easy for candidates to begin to describe events rather than explain effects, but the higher levels in the markscheme will only awarded when candidates consider the consequences of events or actions.

Change

Questions which ask candidates to explain change are requiring a comparison between before and after, rather than a description of the events that took place. The highest level in the markscheme will therefore be awarded to answers that contrast the situation before with the situation afterwards. Answers that describe the changes that took place will be less highly rewarded, but will often reach levels 2 and 3.

Specimen questions

A5: A Divided Union? The USA, 1941–80

- 10 (a) Part (a) of this question is about change in US society in the years 1941–80. The photograph shows a civil rights demonstration against segregation in the 1960s. Look at the photograph below and answer all the questions which follow.



- (i) What was meant by segregation? (3)
- (ii) What was the impact of the Second World War on the employment and status of women in the USA in the years to 1945? (5)
- (iii) Describe the key features of the student movement in the USA in the 1960s and 1970s. (5)
- (iv) Why did the women's movement develop in the USA in the 1960s and 1970s? (7)

(Total marks: 20)

Essay question

(b) Part (b) of this question is about civil rights in the USA in the years 1945–70

- (i) In what ways did black Americans secure improved civil rights during the years 1945–63? You may use the following information to help you with your answer. **(15)**

1954 Brown v Topeka
1955 Montgomery Bus Boycott
1957 Little Rock
1960s Freedom Riders

- (ii) Why was there increased racial tension in the USA in the years 1964–70? **(10)**

(Total marks: 25)

A5: A Divided Union? The USA, 1941–80

- (a) (i) *What was meant by segregation?* (3)
- Target: Understanding of key feature/recall of knowledge (AO1)
- Level 1: Simple statement supported by some knowledge
eg separation of people (1)
- Level 2: Developed statement of term in context, supported by relevant knowledge *eg as level 1, blacks/whites, via facilities.* (2–3)
- (a) (ii) *What was the impact of the Second World War on the employment and status of women in the USA in the years to 1945?* (5)
- Target: Consequence/recall of knowledge (AO1)
- Level 1: Simple statement giving some effects supported by some knowledge
eg jokes, behaviour. (1–2)
- Level 2: Developed statement explaining effects supported by relevant knowledge
eg as level 1, served in the forces, broke the mould, wages rose. (3–4)
- Level 3: Developed explanation supported by appropriately selected knowledge
eg as level 2, internal migration, impoverishment of black American women, range of jobs. (5)
- (a) (iii) *Describe the key features of the student movement in the USA in the 1960s and 1970s.* (5)
- Target: Key features /recall of knowledge (AO1)
- Level 1: Simple statement offering some features, supported by some knowledge
eg demonstrations especially in California, quite middle class. (1–2)

	Level 2:	Developed statement giving features, supported by relevant knowledge eg as level 1, involved with civil rights then anti-Vietnam War.	(3–4)
	Level 3:	Developed explanation of features, showing links eg as level 2 sees progression – “Demos” sit-ins, popular music, drug culture, Kent State, etc.	(5)
(a)	(iv)	<i>Why did the women’s movement develop in the USA in the 1960s and 1970s?</i>	(7)
	Target:	Causation/recall of knowledge (AO1)	
	Level 1:	Simple statement offering some reasons eg educational opportunities, impact of war.	(1–2)
	Level 2:	Developed statement offering some reasons supported by relevant knowledge eg as level 1, context of civil rights, prosperity, changing attitudes.	(3–5)
	Level 3:	Developed explanation of reasons supported by appropriately selected knowledge eg as level 2, Freedom NOW context of 60s legislation.	(6–7)
(b)	(i)	<i>In what ways did black Americans secure improved civil rights during the years 1945–63?</i>	(15)
	Target:	Analysis of causation/recall of knowledge (AO1)	
	Level 1:	Simple statement giving changes supported by some knowledge eg Truman and Fair Deal. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1–4)
	Level 2:	Developed statement explaining changes supported by relevant knowledge eg as level 1, Brown and Topeka, Little Rock – education. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5–8)
	Level 3:	Developed explanation of reasons supported by appropriately selected knowledge which shows links between changes, eg as level 2, education, Meredith, transport Montgomery, Freedom Riders, by law gentle protest. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9–12)

Level 4	Sustained argument supported by precisely selected knowledge eg as level 3, sees the areas, give overview, role of presidents, legal foundation. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.	(13–15)
(b) (ii)	<i>Why was there increased racial tension in the USA in the years 1964–70?</i>	(10)
Target:	Causation/recall of knowledge (AO1)	
Level 1:	Simple statement offering some reasons eg slow progress. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration.	(1–2)
Level 2:	Developed statement offering reasons supported by relevant knowledge eg as level 1, Vietnam War. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration.	(3–5)
Level 3:	Developed explanation of reason supported by appropriately selected knowledge eg as level 2, growth of Black Power, disillusionment with Martin Luther King, tied in with student power – general feeling. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. No credit for copying stimulus material without elaboration.	(6–8)
Level 4:	Sustained argument supported by precisely selected knowledge eg as level 3, self fulfilling, loss of Martin Luther King, powerful spokespersons for Black Power. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. No credit for copying stimulus material without elaboration.	(9–10)

Candidates' responses and examiner's comment

- A.1 Segregation means the separation of people by forcing them to use different buildings such as schools. In the USA segregation meant that blacks and whites were kept apart and had to use different entrances to public buildings.

Examiner's comment

This answer is brief but succinct and the candidate clearly understood the nature and impact of segregation in the USA. This was awarded level 3 marks.

- A.2 During the Second World War women in the USA had far greater opportunities to work in industry. The war needed a huge increase in production and with most men in the armed forces, women had to play a far more important role than ever before. Women also began to carry out work that had usually been reserved for men and there were campaigns to persuade women to take up skilled crafts. The most famous of these was 'Rosie the Riveter'.

Examiner's comment

The candidate clearly understood that the war provided women with much greater opportunities, but failed to explain exactly what they were in detail. There was also no reference to the differing fortunes of women, so this answer was awarded level 2, 3 marks.

- A.3 Student movements were usually demonstrations at universities. Most of them took place in California in the late 1960s, around 1968. A lot of them were to do with the Vietnam War. Students would hold sit-ins and not work.

Examiner's comment

This is a rather thin answer. It has elements of level 2, but the statements are not developed sufficiently for a level 2 mark to be awarded. This was awarded level 1, 2 marks.

- A.4 The women's movement developed in the 1960s because increased prosperity and equality of opportunity allowed women to compete with men for almost the first time. Women were influenced by the civil rights movements and particularly by the fact that the Civil Rights Act of 1964, which made it illegal to discriminate by gender. Other legislation gave women equal pay.

Women were also influenced by the development of the contraceptive pill, which gave them more control over their lives and by the beginnings of the Women's Liberation Movement. Both of these encouraged women to reject the traditional role

in the home. This idea was supported by President Kennedy set up a commission to inquire into the status of women in 1961 and thirty–two states followed suit in the next few years.

The 1960s were a decade when traditional ideas were challenged in many areas and the women’s movement was only one of many protests.

Examiner’s comment

This is a well supported answer, in which the candidate displays detailed knowledge and understanding of the topic. Fluency is a little lacking, but overall there was enough here to allow level 3, 5 marks, to be awarded.

B.1 The main methods used by civil rights campaigners from 1945 to 1963 were peaceful protests. In 1954 Oliver brown took the Topeka Board of Education to the Supreme Court because his daughter Linda was not allowed to go to the nearest school. In 1955–6 the Montgomery Bus Boycott forced the company to change its segregation policy. However, these successes were also won because of skilful leadership. Thurgood Marshall played a key role in the Brown Case and Martin Luther King organised the bus boycott.

Publicity was important in Little Rock in 1957. President Eisenhower was forced to act to protect the black students when television showed what was happening. President Truman also played a key role in forcing the armed forces in integrate all units. Kennedy, despite being a supporter of civil rights, did comparatively little to further the cause, however. The Civil Rights Act was passed by his successor Johnson.

Civil Rights campaigners also faced provocation in sit–ins and on freedom rides into the south. They adopted Martin Luther King’s non–violent approach and won support because their treatment was seen on newspaper front pages and on television screens.

Examiner’s comment

This was a very encouraging answer. The candidate explained a range of reasons and methods and integrated them very effectively. Overall, however, the answer was slightly lacking in consistency, and for that reason was awarded level 3, 11 marks, rather than level 4.

B.2 The main reason for increased racial tension was that some black American got fed up with the policy of Martin Luther King. King was non-violent, which meant that black could be beaten up and not be able to do anything about. Some civil rights campaigners wanted to fight back because they believed that whites would never allow them real equality. They thought that the only way forward was to refuse to be integrated.

Blacks were influenced by the Vietnam War, in which many more blacks were killed than whites, in proportion. There was also a whole lot more protest movements and some blacks copied their methods.

Examiner's comment

This was a promising answer, but in the end it failed to get going. The candidate understood the main factors, but did not supply enough detail to back up the ideas in the answer. For this reason, level 2, 3 marks, was awarded.

Simplified level markscheme for use in centres and a version for candidates

Marking takes up a great deal of teachers' time. At GCSE marking can become very complex with the use of levels of response markschemes, which need to be referred to constantly. One way of simplifying this process is to use a generic markscheme. This can also be used to instruct candidates, by providing them with guidance as to what sorts of answers are anticipated in examination papers.

What follows is an adaptation of the levels of response referred to earlier. It is intended to be a general guide to teachers and students and would not necessarily satisfy the demands of every question. However, a clear understanding of the hierarchy of levels in the markscheme is essential if candidates are to be effectively prepared for GCSE, or for any other examination.

Generic level of response markscheme: teachers' version

Level 1: Simple statements supported by some knowledge

Candidates make statements in sentences which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed. Candidates may also make unsupported generalisations or general statements which lack contextual accuracy. That is to say statements, which could be historically accurate of almost any period.

Level 2: Developed statements supported by relevant knowledge

Candidates are able to support their initial statements with knowledge and understanding in paragraph form. Candidates are therefore able to make use of relevant knowledge, because the supporting material must be relevant to the initial statement. Level 2 answers will usually take the form of a series of paragraphs, which lacks any coherence or organisation. Usually one developed paragraph will earn a low level 2 mark

Level 3: Developed explanation supported by selected knowledge

Candidates are able to write a sequence of paragraphs with supporting selected knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates will, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence. The key feature of a level 3 answer is that it reads much more fluently and it will be evident that the candidate has been able to impose a degree of self-discipline during the production of the answer.

Level 4: Sustained argument supported by precisely selected knowledge

Candidates are able to show clear understanding of the nature and focus of the question and structure an answer accordingly. The answer will contain an introduction, which focuses clearly upon the question, followed by a series of interlinked paragraphs, which supported the argument put forward. Finally, the candidate would provide a conclusion which reiterated the main points made.

Generic level of response markscheme: students' version

Level 1: Simple statements supported by some knowledge

This means that you are able to write some sentences to answer the question, but you are not able to develop any of them into a paragraph. To get beyond level 1 you need some detailed information to help you explain your answer.

If you do write paragraphs, you do not really add anything more to what you have said in the first sentence. You may make generalisations, for example you suggest that everyone was treated the same, without explaining how or why. You may also write something that could be true of other periods of history

A level 1 will often look like a series of sentences, or a paragraph in which you say the same thing over and over again. So try to think of ways of improving on that.

Level 2: Developed statements supported by relevant knowledge

This means that you are able to back up your answer with knowledge and understanding in paragraph form. You are now showing that you know and understand more about the topic. But, what you put in the paragraph must be relevant to the topic. You cannot just write anything. For example you could back up your answer by providing more detail about an event, a person or a date.

Level 2 answers will usually look like a series of paragraphs which are not linked together in any way. They are often quite long answers because you write everything that you know about the topic, rather than choosing the information which is most important. To improve, you will need to take time to plan your answer and get the paragraphs in the correct order.

Level 3: Developed explanation supported by selected knowledge

This means that you have taken the trouble to write a sequence of paragraphs with detailed knowledge and understanding and also to organise the paragraphs in a way that makes sense. For example, you can do this by making links between events and putting forward an explanation of why something happened.

The most important feature of a level 3 answer is that it reads much more fluently and it is obvious that you have planned the answer, rather than just writing it straight away.

Level 3 answers are no longer than level 2 answers, in fact they are often a little shorter. This is because you have taken the trouble to plan and think about your answer before you start.

Level 4: Sustained argument supported by precisely selected knowledge

This means that you have read the question very carefully and are then able to organise your answer properly. Your answer should have an introduction, which sets the scene by explaining any names, dates and events mentioned in the question. You should then write a series of linked paragraphs that support the argument that you put forward. Finally, you should write a conclusion that makes the main points over again.

Once again the most important feature of a level 4 answer is that it is properly planned and organised.

Paper 2

Introduction

The units on Paper 2 are depth studies that are designed to complement and extend the outline studies in Paper 1. Candidates will be required to show that they can evaluate and make use of evidence in context and that they explain different interpretations of the past.

The depth studies in this specification have been chosen because they offer a variety of forms of evidence, controversial content and differing interpretations. A scheme of work for a depth study should, therefore, take account of these factors and encourage students to consider the ways in which historians investigate the past and attempt to explain it.

For example a scheme of work for depth study B1: The Russian Revolution c.1910–1924, could begin by considering:

- Russia in 1910: the way that Russia was governed, the lives of the people and the groups that opposed the state
- the ways that the First World War affected people in Russia: in particular in the cities of Petrograd and Moscow and soldiers in the army, and how these effects helped to bring about the February Revolution. Students could be asked to consider how important was the First World War in bringing about the February Revolution
- the events of 1917: why did the Provisional Government fail and why were the Bolsheviks able to seize power in October 1917; the roles of Trotsky and Lenin in the events of 1917 and in the government of Russia from 1918
- the final section would look at Russia under the Bolsheviks from 1918 to 1924: the reasons for the civil war and the success of the Bolsheviks; the impact of War on Communism and the introduction of the New Economic Policy.

Questions in this paper will assess assessment objectives 2 and 3, the use of evidence and interpretations. Candidates will be expected to make use of evidence within a context of historical knowledge and understanding.

Question Styles

Candidates will be required to answer four questions on each of the depth studies on Paper 2. The questions will assess candidates' ability to make use of evidence according to the assessment objectives 2 and 3.

The first question will ask candidates what they can learn from a source. This question is intended to require candidates to look critically at a source, to consider the content and to make inferences from it. This will entail, to a certain extent, setting the source into the context of candidates' own knowledge. To reach level 2, which will be the highest level available for this question, candidates will have to show that they understand what the source reveals about the issue, event or person on which it focuses. This will entail explaining any key terms or references to events or people. It will not be sufficient merely to explain the source in the candidates' own words. There will need to be an attempt to 'read between the lines' and explain in what ways the source provides understanding of the topic.

Some questions will require candidates to explain how sources support each other. In such questions candidates should attempt to go beyond the identification of similarities of content or ideas, and refer to the tone of the sources, and to the nature origin and purpose of the sources.

The **nature** of a source is the form in which the evidence is presented. Whether it is a diary, statistics, a poster etc. Here candidates could point out that an assertion in a political speech was or was not backed up by statistical evidence. Candidates might also contrast an individual's public comments with others made in private.

The **origin** of a source will be the person or organisation that produced it. Usually, if the person or organisation is named, candidates will be expected to make some reference to that. There may also be a date, which candidates could refer to. Candidates might use this information to put sources into chronological order or to work out which sources were the most well researched.

The **purpose** of a source is the reason why it was produced. Obviously political propaganda is produced in order to shape opinion, but candidates should be aware of which sources are likely to reveal an individual's innermost feelings.

One question in Paper 2 will always assess utility. Candidates will be required to explain how useful sources are for a particular line of enquiry. The anticipated answer to a question that begins 'How useful...?' will begin 'It is very useful because', or 'It is not very useful because.'

The most important quality that examiners will be looking for in answers to utility questions is that candidates attempt to set the sources into historical context, that is to say, they explain how sources can be used to illustrate the ideas and attitudes of people in the past. For example, a source that is one-sided or biased is extremely useful in helping us to understand the views of people and how people disagreed. Similarly, a propaganda source helps us to understand how and why people attempted to portray themselves in particular ways in the past.

In other words, every source is valuable, but some sources are more valuable than others. Candidates should, therefore, be discouraged from assessing sources on the degree of reliability or bias. Indeed, 'biased' or 'unreliable' sources are often the most valuable and the most useful.

It is extremely unlikely that the words ‘reliable’ and ‘bias’ will be used in questions in Paper 2 of this specification. Rather, candidates will be expected to explain how reliability and bias of sources can be used to explain their utility.

Comments on the utility of a source will, of course, take into account its nature, origin and purpose. Candidates should look closely, at the information provided in the provenance and attribution of all the sources in each question. Higher levels in the markscheme will only be reached by candidates who work in this way.

The final question on Paper 2 will always be targeted at interpretations. Candidates will be required to review the sources, use their own knowledge, consider an interpretation and then write an essay in answer to the question. This is of course an extremely difficult task, perhaps the most difficult question that candidates will tackle in any GCSE examination.

The best answers to these questions will be in essay form, focusing on the topic of the question, rather than a survey of the sources. Candidates will not be expected to analyse the sources in the way that they may have done for earlier questions, but should refer to them as appropriate. It will help candidates, however, to take particular note of the dates when sources were produced and then use them in chronological order.

Own knowledge can be expressed by referring to the names of people, events and dates included in the sources. But in interpretations questions, more detailed contextual knowledge will help candidates to reach the higher levels on the markscheme.

Specimen Questions

B4: Nazi Germany, c1930–39

4. *This question is about the role of women in Nazi Germany. Look carefully at Sources A to F on pages (8–9) in the Sources Booklet and then answer questions (a) to (d) below.*

- (a) Study Source A.
What can you learn from Source A about Nazi attitudes towards the role of women in Germany? (4)
- (b) Study Sources A, B and C.
Do Sources B and C support the evidence of Sources A? Explain your answer. (6)
- (c) Study Sources D and E.
How useful are these two sources as evidence about Nazi policy towards women? (8)
- (d) Study all the Sources.
'The Nazi regime turned women into second-class citizens.' Use these sources, and your own knowledge, to explain whether you agree with this view. (12)

(Total: 30 marks)

SOURCE A: From the Nazi Law for the Reduction of Unemployment, 1933.

People of German nationality who marry can be granted a marriage load of 1,000 Reichsmarks. The conditions are as follows:

- (i) that the future wife has spent at least six months in employment
- (ii) that the future wife gives up her job;
- (iii) that the future wife promises not to take up employment so long as her future husbands earns more than 125 reichsmarks a month.

SOURCE B: An extract about the role of women in Germany taken from a textbook about Germany, 1918–45. The book was written by a British historian in the 1990s.

German women in the 1920s had several rights and freedoms which women in many other countries did not have. They had the right to vote; many could earn the same pay as men for the same job and they were employed in many professions. Under Nazi rule, however, they lost these gains.

SOURCE C: From a timetable for a girls' school in Nazi Germany in the 1930s.

Girls' School timetable						
Periods	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.00-8.45	German	German	German	German	German	German
8.50-9.35	Geography	History	Singing	Geography	History	Singing
9.40-10.25	Race studies	Race studies	Race studies	Race studies	Race studies	Race studies
10.25-11.00	Break with Sports and special announcements					
11.00-12.05	Domestic Science with Mathematics					
12.10-12.55	Eugenics (the science of breeding) or Health Biology					
2.00-6.00	Sport					

SOURCE D: A poster issued by the Nazis in the 1937. The caption on the poster reads 'Mother and Child'.



SOURCE E: Joseph Goebbels, a leading Nazi, writing in 1929.

The mission of women is to be beautiful and to bring children into the world. The female bird pretties herself for her mate and hatches eggs for him. In exchange, the male takes care of gathering the food and stands guard and fights off the enemy.

SOURCE F: From a speech by Adolf Hitler to the National Socialist Women's Movement, September 1934.

If the man's world is the state, then the woman's world is her husband, her family, her children and her home. It is not correct for women to interfere in the world of men.

Mark Scheme

B4 – Nazi Germany, c. 1930–39

4. *This question is about the role of women in Nazi Germany. Look carefully at Sources A to F on pages 8–9 in the Sources Booklet and then answer questions (a) to (d) below.*

- (a) *Study Source A. What can you learn from Source A about Nazi attitudes towards the role of women in Germany?* (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value.
eg see role as that of wife – permanent basis. (1–2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context: as level 1 and concept of male supremacy – made to work, reduce unemployment, second class citizens. (3–4)

- (b) *Do Sources B and C support the evidence of Source A? Explain your answer.* (6)

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

Level 1: Simple statements identifying support at face value.
eg rights taken away – Source B. (1–3)

Level 2: Developed statements identifying support in both sources.
eg as level 1 – and Source C shows separate/ narrow curriculum with specific subjects for females. (4–6)

- (c) *Study Sources D and E. How useful are these two sources as evidence about Nazi policy towards women?* (8)

Target: Evaluation of sources for utility (AO2)

NB: Reliability to be awarded only if it is discussed in terms of utility

Level 1: Simple statements about utility based on content OR nature of sources.
eg ‘D’ shows man working – female job clearly delineated – limited to home? (1–3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources.
 eg as level 1 – sees date of E – clear indication of policy statement – matches with date of E.
 OR Developed analysis of the source(s) using NOP of the source(s) *or* content.
 NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4–6)

Level 3: Developed analysis of utility of all the sources using both nature, origin and purpose of sources AND content.
 eg sees the provenance as critical as Level 2 – discusses date, limitation. (6–8)

(d) *Study all the Sources. ‘The Nazi regime turned women into second-class citizens.’ Use these sources, and your own knowledge, to explain whether you agree with this view. (12)*

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

Level 1: Simple statement offering points using sources OR own knowledge OR both. (1–3)
 eg lost jobs/rights in A/B.

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level).
 eg Indoctrination to create second class citizens – C/D – supported by A/B. (4–7)

Level 3: Developed statements giving a judgement making explicit and confident use of sources and supported by appropriately selected knowledge. (8–10)
 eg as level 2 – relegation of women in F, women prepared by school, BDM.

Level 4: Sustained argument giving a balanced case making consistent use of sources supported by precisely selected knowledge. (11–12)
 eg as level 3 – perhaps sees females as raised on a pedestal – Sources D and partly F – in the context of Nazi philosophy.

Candidates' responses and examiner's comment

1. The Nazis wanted women to give up work when they got married and tried to bribe them with money that they would not have to pay back. What the Nazis were up to was trying to separate men and women. They wanted women to be housewives and mothers and men to be workers and soldiers. This idea ran throughout Nazi Germany and was part of Nazi philosophy.

Examiner's comment

Although this is only a brief answer, there is a clear inference being made about the role of women in Germany and the reasons behind the actions of the Nazis. This was awarded level 2, 4 marks.

2. Yes Sources B and C do support the evidence of Source A. Both show that women were treated as second class citizens in Germany and lost rights and freedom when the Nazis came to power. Source B is from a textbook written in the 1990s, which sums up the impact of Nazi rule on women. C is the timetable of a girls' school, which shows that girls were not allowed to study subjects such as maths and science on their own. They were forced to study versions of these subjects which emphasised the role of women as homemakers. The lessons from 11.00 to 12.55 were aimed purely at brainwashing women into accepting a secondary role.

Examiner's comment

This is a good level 2 answer. The candidate has clearly understood the references in all three sources and has drawn appropriate conclusions from them. Inferences have been made from the school timetable. Level 2, 6 marks, was awarded.

3. Both of these sources are very useful as evidence about Nazi policy towards women. E is a comment by Josef Goebbels, who became Minister for Enlightenment and Propaganda when Hitler came to power. He sets out the Nazi idea of women as home-makers and mothers. This view is supported by the Nazi poster issued four years after Hitler came to power. It shows a mother breast feeding her baby. The woman is dressed in peasant style with her long hair in a plait. This followed the Nazi attitude to women's dress.

Together these sources show that Nazi policy towards women did not change. Women continued to be regarded as having a different and secondary role to men in society.

Examiner's comment

This answer begins very effectively and focuses on the utility of the sources throughout. References are made to nature, origin and purposes of the sources as well as to the content. This was awarded level 3, 7 marks.

4. There is not doubt that women were second class citizens in Nazi Germany, at least compared to women in Britain at the beginning of the twenty-first century. In Source F Hitler declares that women have no right to interfere in the world of men, which Goebbels defines as work and fighting in Source E, but at the same time Hitler believed that men had every right to define the world of women.

This belief in men and women having two completely different roles in society was a fundamental part of Nazi philosophy. In Nazi eyes, they were not relegating women to a subordinate role, but they were giving them a role that men could not undertake. However, in practical terms, the role of women in Germany was subordinate and their education and Nazi propaganda was intended to keep it that way.

Sources C and D show how the Nazis attempted to prevent women from playing a more active role in society, by limiting their education and by official propaganda. Source A shows how financial pressure was applied to women. The Nazis never actually banned married women from working, in fact after the outbreak of war women were recruited for the war industries, but every possible pressure was exerted to persuade women to give up work when they were married.

Overall the sources clearly support the view that the Nazis turned women in to second class citizens. Their role in society was defined by the male-dominated Nazi Party and was controlled by education and propaganda.

Examiner's comment

An excellent answer, well written and carefully organised, which makes effective use of the sources and integrates them with own knowledge. This was awarded level 4, 11 marks.

Simplified level markscheme for use in centres

Generic level of response markscheme: teachers' version

Level 1: Simple statements supported by some knowledge taking the sources at face value

Candidates accept the sources uncritically at face value and take information from them individually.

Own knowledge is in simple statements in sentences which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed.

Level 2: Developed statements supported by relevant knowledge making inferences from the source, cross-referencing between sources, pointing out the weaknesses of the source or setting the source in context.

Candidates are able to make inferences from sources or to make observations about the limitations of sources in terms of content. They may cross-reference between sources and use sources collectively. They may point out the weaknesses in sources in terms of evidence by referring to the origin of the source, its 'one-sided' nature or the purpose of the source, but will not be able to comment on the consequent value of the evidence.

Own knowledge will be expressed in developed statements. These will be extended forms of the sentences in level 1. They will, therefore, normally be paragraphs.

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources.

Candidates will also be able to comment effectively upon the nature, origin and purpose of the sources. They show clear understanding of the ways in which these considerations may help or hinder the use of evidence.

Own knowledge will be expressed in terms of a developed explanation. Candidates will be able to place sources and their provenance in the context from which they derive.

This means that candidates are able to write a sequence of paragraphs with supporting selected knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates will, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence.

Level 4: Sustained argument supported by precisely selected knowledge using the sources as evidence.

Candidates are able to use sources in an historical inquiry or to support an argument. Often this will lead to sources and own knowledge becoming subsumed in extended writing. Sources may be rearranged in chronological order and the main thrust of responses will be upon answering the question set, rather than upon assessing the sources individually. Candidates may pay less attention to the provenance of sources than might be the case in a level 3 answer.

Candidates are able to show clear understanding of the nature and focus of the question and structure an answer accordingly. The answer will contain an introduction, which focuses clearly upon the question, followed by a series of inter-linked paragraphs which supported the argument put forward. Finally, the candidate would provide a conclusion which reiterated the main points made.

Generic level of response mark scheme: students' version

Level 1: Simple statements supported by some knowledge taking the sources at face value.

This means that you take information from the sources without thinking about the context of the source or who produced it. You simply rewrite the information that the sources gives you, without trying to work out anything from the information

It means that you are able to write some sentences to answer the question, but you are not able to develop any of them into a paragraph. To get beyond level 1 you need some detailed information to help you explain your answer.

If you do write paragraphs, you do not really add anything more to what you have said in the first sentence. You may make generalisations, for example you suggest that everyone was treated the same, without explaining how or why. You may also write something that could be true of other periods of history

A level 1 will often look like a series of sentences, or a paragraph in which you say the same thing over and over again. So try to think of ways of improving on that.

Level 2: Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context.

This means that you are able to make inferences from sources, for example you can work out what is going on in the background. You can also spot if a source is unreliable or one-sided, but you do not explain how that can be useful. You can cross-reference between sources and work out if they are saying the same thing or sharing the same opinion, but you do not go on to show how this could be useful. You may go through the sources in turn, rather than looking for real similarities.

You are able to back up your answer with knowledge and understanding in paragraph form. You are now showing that you know and understand more about the topic. But, what you put in the paragraph must be relevant to the topic. You cannot just write anything. For example you could back up your answer by providing more detail about an event, a person or a date.

Level 2 answers will usually look like a series of paragraphs which are not linked together in any way. They are often quite long answers because you write everything that you know about the topic, rather than choosing the information which is most important. To improve, you will need to take time to plan your answer and get the paragraphs in the correct order.

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources.

This means that you take note of the nature, origin and purpose of the sources and use that in your answers. You explain, for example, how a one-sided source can help you to understand people's motives or ideas. You could explain how propaganda can be useful in helping to understand what people were trying to achieve.

It also means that you have taken the trouble to write a sequence of paragraphs with detailed knowledge and understanding and also to organise the paragraphs in a way that makes sense. For example, you can do this by making links between events and putting forward an explanation of why something happened.

The most important feature of a level 3 answer is that it reads much more fluently and it is obvious that you have planned the answer, rather than just writing it straight away.

Level 3 answers are no longer than level 2 answers, in fact that are often a little shorter. This is because you have taken the trouble to plan and think about your answer before you start.

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence.

You are able to use sources in an historical inquiry or to support an argument. Often this will lead to sources and own knowledge becoming subsumed in extended writing. Sources may be rearranged in chronological order and the main thrust of responses will be upon answering the question set, rather than upon assessing the sources individually. Candidates may pay less attention to the provenance of sources than might be the case in a level 3 answer.

This means that you have read the sources carefully and taken account of their nature, origin and purpose and that you are able to make use of that information in your answer to the question. Rather than go through the sources in the order they are on the examination paper, you make use of them as appropriate in your work. You may instead refer to the sources in chronological order to help you explain your answer.

Coursework

Introduction

All candidates entered for Edexcel GCSE History must complete **two** coursework assignments one on each unit. One must be targeted at assessment objective 1 and one at assessment objectives 2 and 3.

The purpose of coursework is to allow candidates to demonstrate their level of achievement when working on their own, in conditions that they have some control over. Unlike an examination, coursework may be completed in class, at home, in handwriting or on a word processor. This allows candidates considerable freedom to select the environment in which they work best.

Centres may choose to control or to set limits on the completion of coursework, but the only important point to bear in mind is that the completion of coursework must be supervised by the centre. This is to ensure that coursework assignments are the candidate's own work. Centres may give support and advice to candidates, but each assignment must be candidate's own work and teachers will be required to confirm in writing that no undue help has been given. Details of the nature of acceptable advice are given below.

Each coursework assignment must be based upon a unit of study, which will not be assessed in the final examination papers. These units must be taught in class. The classwork notes of one candidate must be submitted to the moderator along with the requested sample in the year of the examination. Centres may not, therefore, allow candidates to select different assignments and must have coursework notes available for the moderator for all candidates.

Completed assignments should be approximately 1,500 words in length. Edexcel appreciates that controlling the number of words in a coursework assignment is a difficult task. Many candidates become very involved in their work and this can lead to lengthy assignments. Edexcel does not wish to penalise candidates who exceed the word limit, but centres are requested to inform their candidates of the expected number of words and advise them that exceeding that will not lead to the award of higher marks. Some centres require candidates to reduce the number of words in an assignment to meet the upper limit and this can mean that their candidates are involved in extra work and may suffer by comparison with the work on centres which do not restrict their candidates in this way.

The role of Edexcel, and the overall purpose of moderation, is to be fair to candidates by establishing common standards. Centres, which make no attempt to restrain their candidates, make this function much more complex. The number of questions in Edexcel designed coursework units are three for objective 1 and five for objective 2 and 3 assignments. This should assist centres in keeping assignments to the limits prescribed.

Centres should also be aware that candidates' work should not fall significantly below the target word limit. If assignments do contain significantly less than 1,500 words, high marks should not normally be awarded.

Centre–designed coursework units

Guidance on the preparation of centre–designed units and assignments

There are thirteen coursework units listed in the Specification. Edexcel will provide coursework assignments for all of these units that may be used freely by centres.

Edexcel will also produce additional units and assignments, which may also be used freely by centres.

Edexcel will normally provide assignments that are targeted upon both objective 1 and objectives 2 and 3. This will be achieved by providing a range of sources and then two sets of questions. Centres may make use of either of the assignments, but may not submit two assignments on the same topic in the same year.

Centres may, however, produce their own coursework assignments, which must be based on British History, or the history of England, Ireland, Scotland or Wales since the late nineteenth century. Such units and assignments may be based upon or may include aspects of local history. Centres that wish to produce their own assignments should follow the following steps:

- 1) read the section in the specification to ensure that all regulations on the choice of coursework options have been understood and adhered to
- 2) appreciate the significance of the exemplar markscheme published by Edexcel. This is of fundamental importance in two respects. Firstly, the number of Levels and the proportions of marks allotted to each level must be matched in every markscheme. There are 15 marks in each of Levels 1, 2 and 3, and 5 marks in Level 4. Any variation from these proportions may make an assignment either easier or more difficult and will make moderation more difficult.

Secondly, the exemplar markscheme published by Edexcel is the only controlling factor in coursework. It is essential, therefore, that centres fully understand the terminology and demands of the markscheme before beginning to create coursework units and assignments.

For example, the topics chosen must be accessible to all candidates and must allow the type of questions recommended by Edexcel to be set. The questions set in an assignment must allow the appropriate levels to be reached, in particular by fifteen and sixteen year olds. In other words, the first stage in creating a GCSE coursework assignment is the markscheme. This is particularly true of the final question in an objectives 2 and 3 assignment, which will be targeted upon interpretations. As this will be conceptually the most difficult of all questions, it is essential that candidates are able to understand, consider, challenge and review different interpretations of past events.

- 3) centres should now consider the chosen coursework unit and review the possibilities for setting coursework assignments. For example, an objective 1 assignment should be capable of being fully answered by candidates in about 1,500 words. Assignments, which require much lengthier coverage should be avoided or restricted in scope.

Assignments targeted on objectives 2 and 3 assignment will need an element of controversy if candidates are to be able to demonstrate their abilities in making use of evidence. An assignment where all the evidence points the same way, or where there is little variety in the forms of evidence, offers fewer opportunities for candidates.

In both objective 1 and 2 and 3 assignments, the final questions are usually the most difficult to set and therefore need the most careful consideration. It is perfectly possible to create a very effective assignment only to find that the final question does not work.

- 4) a template for the production of centre designed assignments is provided on pages 131–7 in the Specification Guide. It is also available on the Edexcel website at www.edexcel.org.uk
- 5) Before centre designed assignments are used in centres, they must be submitted to the regional consultant/moderator for approval using the form HG1 from the Specification. Contact addresses can be found on the Edexcel website at www.edexcel.org.uk, or by contacting the Customer Response Centre on 0870 240 9800.

Assistance to candidates completing coursework assignments

Coursework assignments should be the candidates' own unaided work. However, centres may provide assistance in some forms and the following outline is provided as an example of the support that centres may wish to employ.

- 1) The teacher introduces the topic and sets the scene for the assignments by referring to work already covered in class.
- 2) Candidates are asked to read the assignment.
- 3) Candidates are invited to ask questions relating to the meaning of questions, words, phrases etc.
- 4) The teacher provides information on resources. This may be in the form of a booklist, websites or CD-ROMs, both, inside or outside of the centre.
- 5) The teacher explains the generic markscheme to candidates, outlining the requirements of each level.
- 6) When candidates have completed their work, the teacher may collect it in and comment upon it. Comments should take the form of, 'no you can do better', or, 'you have done very well'.
- 7) When the final assignment is handed in, it should be marked and annotated as appropriate.

Marking and annotation of coursework

The teachers in the centres must mark coursework. Marking must reflect the overall standards set by the markschemes published by Edexcel. Where coursework is marked by a number of different teachers, internal standardisation of marks must take place. There should be some evidence on candidates' work to show that standardisation has been carried out. This could take the form of a signature from the teacher responsible for the process.

Marking

Marking should be by levels rather than by marks. Candidates' should be awarded the levels that their responses merit in the markscheme. A mark should then be awarded to reflect the position within the level on the basis of the supporting material.

When all sub-questions have been marked, a final mark should be reached, which should reflect the candidate's overall performance. For example, if level 2 has been reached in all sub-questions a final mark at the top end of the level 2 mark band, 27–30, would be expected. If a candidate has reached level 3 in some answers, a mark in the lower half of the level 3 mark band, 31–38, would be expected.

Marking by levels is not only more accurate, but is also much simpler. Centres will find that there is no need to carry out arithmetical calculations, but can mark more quickly and more positively. There is also less chance that candidates will not be appropriately rewarded.

Finally, marking by levels makes internal standardisation much simpler. It is much easier to spot differences between levels than it is to identify differences in the number of marks awarded.

The generic levels of response used for coursework are identical to those given for Papers 1 and 2 on pages 22 and 34-5.

Annotation

All scripts presented for moderation should be annotated by the teacher who has marked them. The most important purpose of annotation is to allow moderators to understand how levels and marks have been awarded.

Marked scripts should have the levels awarded clearly marked in the margin and a final comment explaining how the overall mark has been arrived at.

For example, this might well be: 'Mostly good Level 2, but some evidence of Level 3, therefore 33 marks.'

Specimen assignments with examiner's comments

These assignments and candidates' work are taken from samples received in the summer of 2000. They do not necessarily reflect the revisions that are currently being made to coursework assignments and which are referred to elsewhere in this Guide. They are primarily intended to provide centres with guidance as to the standards of achievement and marking required by Edexcel

Poverty in Britain, c.1880–1914

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The causes of poverty in Britain in the late nineteenth century
- The reports of Booth and Rowntree
- The Liberal social reforms and their impact

Introduction

Towards the end of the nineteenth century several surveys about the lives of the poor were carried out. Investigators wanted to know how many people were poor, what conditions they lived in, and how much money a family needed just to survive.

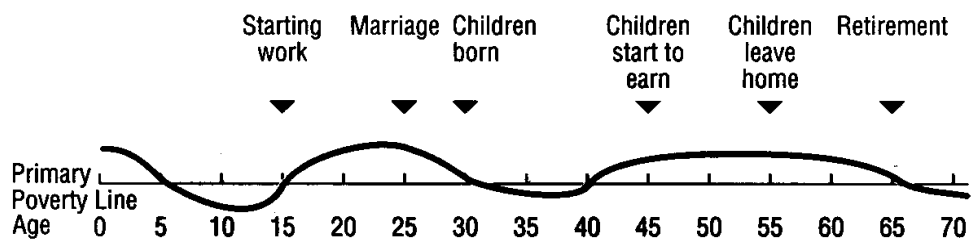
In 1886 Charles Booth began a systematic investigation into the number of poor in London. Using seven assistants to help him, Booth surveyed London's poor over a number of years and, between 1889 and 1903, filled seventeen volumes with his evidence and conclusions.

While Booth was surveying London's poor, Seebohm Rowntree began investigating the poor in the much smaller city of York. In 1901 his findings were published under the title 'Poverty: a study of town life'.

In this assignment you will study the conclusions that Booth and Rowntree reached and the use that historians have made of their research into the poor people of Britain.

SOURCE A: Rowntree produced this diagram of the poverty cycle. It shows the stages during a lifetime when poverty increased and decreased

The poverty cycle



SOURCE B: A photograph taken in London in the 1890s



SOURCE C: Booth's main conclusions from his survey of London's poor

Booth calculated that 21s (£1.05) a week was enough to maintain a minimum standard of health whilst paying out for food, clothing and shelter.

30% of people are below the poverty line.

38% of working class people are below the poverty line.

SOURCE D: Rowntree's main conclusions from his survey of York's poor

We have been accustomed to look upon the poverty in London as exceptional. However, the result of careful investigation shows the proportion of poverty in London is practically equalled in what is a typical provincial town. We are faced with the startling probability that from 25 to 30% of the urban population in the United Kingdom are living in poverty.

27.84% of people are below the poverty line.

42% of working class people are below the poverty line.

Rowntree calculated that for 2 adults and three children 21s (£1.05) was enough income to avoid poverty.

SOURCE E: An extract from a letter from Booth to Rowntree, 25 July 1901. This is a response to Rowntree's comments in Source D

Our totals (of those in poverty) may be correctly compared, and the comparison, as you have shown is very close. At this I am not surprised. I have long thought that other cities, if similarly tested would show a percentage of poverty not greatly different from that which exists in London.

SOURCE F: From a school history textbook, published in 1980.

At the beginning of the twentieth century 30% of the nation lived at or below the poverty line. 16% were in such great poverty that they only just survived.

SOURCE G: In 1912 and 1913 A L Bowley and A R Burnett–Hurst carried out a survey into poverty. These are their conclusions.

Percentage of poor in a particular town	Main Industries
6% of Stanley (in the north–east of England) were poor	Coal and iron
9% of Northampton (in the Midlands) were poor	Boots and shoes
15% of Warrington (in the north–west England) were poor	Coal and chemicals
29% of Reading (in the south–east of England) were poor.	Food manufacturing and agriculture

SOURCE H: An extract from A L Bowley and A R Burnett–Hurt’s study of poverty

How far is this picture of four towns representative of the conditions over the whole of England? This is not an easy question to answer. The economic character of a town largely depends on the variety, or lack of variety, in its industries.

SOURCE I: An extract from a history book ‘British Labour History 1815–1914’ by E Hunt, published in 1981

How much reliance can be placed on the results of the early poverty surveys? Few of the results can be accepted with complete confidence. Booth relied heavily upon information from school attendance officers. So families with children of school age were over–represented in his sample although he thought they were typical of the population as a whole.

Some food experts nowadays think that Rowntree over–estimated the amount of food a working–class family needed to be healthy.

When people from the middle classes asked them, the working classes often said that they earned less than they actually did.

Bowley and Burnett–Hurst have shown that the conclusion of Booth and Rowntree were not correct. Very different levels of poverty were found in different British towns.

SOURCE J: From 'Efficiency and Empire' by Arnold White, 1901

We must forget the idea that every poor man in need of help is an innocent victim. A sterner attitude by the average man towards paupers is essential if England is to deal with the poor. Until we are content to see the idle perish, little change for the better in the state of the country can be looked for.

Assignment 1: objective 2

- 1 What were the main causes of poverty in the late nineteenth century? **(15)**

- 2 How important was the work of Charles Booth and Seebohm Rowntree in changing attitudes to poverty in the early twentieth century? **(20)**

- 3 Describe the main feature of the social reforms passed by the Liberal governments in the year 1906–14. **(15)**

(Total: 50 marks)

Markscheme

Poverty

Assignment 1: objective 1

1. *What were the main causes of poverty in the late nineteenth century?* (15)
- Target: Key features, causation \ recall of knowledge
- Level 1: Simple statements giving some reasons supported by some knowledge, eg old age or sickness. (1–5)
- Level 2: Developed statements giving reasons supported by relevant knowledge, eg poverty was caused by unemployment or sickness or old age can make some comment on lack of any safety nets. (6–10)
- Level 3: Developed explanation supported by precisely selected knowledge showing understanding of the links between reasons, eg can give an account that will evaluate the importance of the factors involved in causing poverty. (11–15)
2. *How important was the work of Charles Booth and Joseph Seebhom Rowntree in changing attitudes to poverty in the early twentieth century?* (20)
- Target: Role of an individual, change and recall of knowledge
- Level 1: Simple statements supported by some knowledge of the work of Booth and Rowntree, eg they did research into the causes of poverty in London and York. (1–5)
- Level 2: Developed statements giving examples of findings supported by relevant knowledge, eg that poverty was caused by old age and sickness and unemployment, things which people often had little control over. (6–10)
- Level 3: Developed explanation supported by appropriately selected knowledge showing clear understanding of the importance of both men as researchers and in challenging popular ideas such as the problem of poverty was the fault of the poor –they were lazy or drunkards. (11–15)
- Level 4: Sustained argument supported by precisely selected knowledge relating the findings of the two men to the changes that took place in Britain at the beginning of the twentieth century, eg assessing the degree of influence upon the Liberals etc. (16–20)

3. *Describe the main feature of the social reforms passed by the Liberal governments in the years 1906–14.* (15)
- Target: Key features/recall of knowledge
- Level 1: Simple statements supported by some knowledge of main reforms passed, eg provision for old age pensions or National Insurance etc. (1–5)
- Level 2: Developed statements giving some detail of major aspects of the Liberal social reforms supported by relevant knowledge, as well as the use of examples, eg can provide detail of the provisions of the national Insurance Act or the details of the Old Age Pensions Act. (6–10)
- Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of the main aim of the legislation to tackle the problems of poverty across a broad front. (11–15)
- Level 4: Sustained argument supported by precisely selected knowledge showing clear understanding of the legislation passed and of the reasons that explain why it was introduced, eg can provide detailed knowledge of the legislation and can evaluate the relative importance of individual measures and can make some assessment of how they inter linked. (14–15)

Student's response 1: Objective 1

Poverty in Britain 1880–1914

Question 1

What were the main causes of poverty in the late nineteenth century?

Up until the early 1900's, the poor were shunned by society because they were thought of as lazy. They were quickly stereotyped as drunks who would rather do nothing than earn money. Because of this there was little help that was offered to them in the form of benefits because of the poor Victorian attitudes of self-help. The only help that was offered to them was the 'Poor Law', otherwise known as the workhouse. However, this was not really much of a help for the poor. It was a terrible place in which people had to work hard for the rest of their life. Families were split up, often never seeing each other again and a strict series of rules had to be obeyed, otherwise there would be serious punishments. It was a place of dread for the poor, who only went there when they were absolutely destitute. It was common for people to starve themselves rather than go there. As a result of this, the poor often lived a miserable life in absolute poverty with hardly any possessions. The poor did not receive any other help apart from this due to Victorian attitudes of *laissez faire*. This view was reinforced by other people for example Samuel Smiles who wrote a book called 'Self Help'. He argued that people should be able to look after themselves without support from anyone.

However, the attitudes of many people were unlikely to change as they were made to believe that 'the poor man was not an innocent victim', (British Labour History, E. Hunt) and was poor through idleness.

In 1886, a man named Charles Booth, along with seven assistants carried out a huge investigation, using modern sociologist methods to find out about the poor of London; why they were poor, the kind of conditions that they lived in and how much an average family would need just to survive. By 1903, Booth obtained many conclusive results which were then published into 17 volumes of 'Life and Labour of the people in London'. He was astounded to find that 30% of London's population were living in poverty. This also shocked many people.

Another man, Seebohn Rowntree was very impressed with Booth's findings and so decided to try to pinpoint the exact causes of people's poverty in a much smaller city, York. Rowntree carried out similar methods to Booth and hired a number of investigators who visited every house in 388 streets in York. In total 46,754 people were included which was around two thirds of the city's population. This was much larger than any survey that had been carried out before and so gave relatively accurate results.

He found that the chief causes of poverty were low wages, large families, the death of the main wage earner, old age and irregular work. These were things that were beyond the control of any people and could not be helped. They showed that people were not poor through their own fault but through matters which they could not control, for example the death of the main wage earner. Without them, the income of the family was drastically reduced and so it became even more difficult for the family to look after and feed themselves. This was also true in the case of irregular work and unemployment, for example when the main wage earner was in a seasonal job like construction. During the times of unemployment they had hardly anything to support themselves with. In the case

of large families, income had to be spread over a large number of people so each person got a very small amount, often not enough to support themselves. The largest cause of poverty in York was low wages.

Rowntree produced a diagram of the poverty cycle which showed clearly how poverty increased and decreased during a person's lifetime. During childhood, poverty was high because a person would not be able to earn money. Families were often large so the little money people had would have to be shared between a large number of people. When the person married, their poverty decreased, but as soon as they had children, their poverty would increase again because there would be more people to feed. When the children began to earn money and leave home, poverty decreased, but soon increased again when they were passed the age to work.

Question 2

How important was the work of Charles Booth and Joseph Seebohn Rowntree in changing attitudes to poverty in the early 19th century?

During the early 19th century, many of the middle and upper classes felt that people were poor through their own fault because they were too lazy and idle. It was also thought that all poor people were drunkards. However, before the work of Booth and Rowntree was completed, they had no other reasons to think anything else. The Victorian idea of *laissez faire* and self-help prevented people taking notice of the poor, so they were quickly stereotyped. This view had been reinforced by the book *Self Help* by Samuel Smiles. However, after hearing the results of the surveys conducted by Booth and Rowntree, many people's (although not everyone's) attitudes towards them began to change. It was initially thought that people were poor through their own fault and now it had been proved that the causes of poverty were old age, sickness, low wages and lack of unemployment and most importantly not because of laziness or drunkenness. Their results shocked and disgusted many people in Britain and made a deep impression on them, especially when they heard details of how people lived. The following extract is from Seebohn Rowntree's book, 'Poverty: A Study of Town Life'.

'House No. . Two rooms. In the lower one the brick floor is in holes. Fireplace without grate in the bottom. Wooden floor of upper room has holes admitting numbers of mice. Roof very defective, the rain falling through onto the bed in wet weather. Outside wall also very damp, plaster falling off. Tenants apparently clean.

Courtyard. Houses all back-to-back. Yard cobbled and filthy. Ashpit overflowing. Water supply for twelve houses from one tap placed in wall of privy.'

Many people felt that it was extremely shameful that their country, one of the richest and most powerful in the world, contained a quarter of the population living in poverty and who had so little money that they could not cover even their basic needs. When they read the work published by Booth and Rowntree, especially like the above extract, it added to their disgust. Previously the upper classes had not really thought about the poor and how they lived, as they would never have to mix with them, but only see them. However, they could now read about it and this shocked them.

Although the work of Booth and Rowntree changed the opinions many people had about the poor, some people still held the same view of them and felt that the results of the surveys they conducted were incorrect and inaccurate. An example of someone like this

is E. Hunt. He stated that 'Few of the results can be accepted with complete confidence', (an extract from British Labour History 1815 – 1914).

Question 3

Describe the main feature of the social reforms passed by the Liberal Government in the years 1906 – 14.

Between the years 1906 – 14, a number of reforms were passed to help in the lives of the poor people who lived in Britain. The main ones targeted the three most vulnerable groups out of those who lived in poverty; children, the elderly and workers.

The first of these reforms were passed in 1906. This was the Education (provision of meals) Act and this allowed the local authorities to provide a free, nutritious meal in school to the poor and needy children of Britain. By 1914, 150,000 of these meals were being served. This came as a great help to poor families whose were children of Britain became much healthier and were now more resistant to diseases. As these meals were only being served in school, it also meant that more parents sent their children to school, enabling more of the country to become educated.

The next of the reforms came in 1907 and was called the 'Education (Administrative Provisions) Act. This saw the introduction of the school medical service in schools. It became the duty of the local authorities to provide free medical care to every child that went to school. Again this meant that the health of children in Britain improved dramatically and so children were now able to be treated for illnesses which they would previously have died from.

The final of the acts passed in relation to children was the 'Children's Act' (sometimes called the Children's Charter). This act was aimed at the protection of children from adults and their vices. It now became a criminal offence for parents to neglect children. It also became illegal for any child under 16 years old to buy cigarettes or enter public houses. This meant that the health as well as the mental state of children improved drastically. Another part of this act ensured no child under 14 years old was allowed to be sent to prison for any kind of offence that they had committed. Instead, juvenile courts were set up especially for young offenders so that they would not have to face an adult trial.

In 1908, 'The Old Age Pension Act', was established in Britain. This said that all single men and women who were over the age of 70 years old were entitled to a pension of five shillings per week. However, they could only get this if they received a yearly income, from other sources which came to less than £21 per year. If their income exceeded £21, their weekly pension was scaled down. This came as a great help to the many elderly people who lived in Britain, as this was a time at which they were the most vulnerable because they were unable to work and their families would have moved out by then. Before the pensions were issued, the majority of the poor, elderly people would have faced a grim future at the workhouse, as they were too old to work so eventually, their savings would have run out. In addition to the elderly, married couple were given a pension of seven shillings and sixpence a week this noncontributory scheme began on the 1st of January 1909 and the money to pay for it came from taxes giving even those who were almost destitute a better future.

In 1909, 'The Trade Boards Act', established a minimum wage for workers in the sweated industries. This originally only applied to four trades; boxmaking, chainmaking, tailoring and lacemaking. However, by 1913, a further six trades were added to the list.

In 1909, 'The Labour Exchange Act', set up a number of government offices which helped the unemployed to find work. These offices let people see at a glance what kind of jobs were available and whether they had the correct skills to apply for them. By 1913, there were 430 of these Labour Exchanges nationwide. The modern equivalent is the 'Job Centre' which can now be found on most high streets in Britain. This provided a huge help to the unemployed of Britain as they were now able to find more efficiently as they could see from the advert which job was suited to each of the individual.

The next reform to be issued was the 1911 and was called the 'National Insurance Act'. It came in two parts, 'sickness and medical insurance'.

In the case of Sickness and medical insurance, workers who were earning less than 160 per year, had to pay four pence (4d) a week into an 'Insurance Fund'. In addition, their employer has to add another 3d per worker and then the government added 2d. In return a benefit of 10 shillings was paid to the worker during each week of illness, but only for a maximum of 26 weeks. After this 26 weeks, a disability pension of 5 shillings per week was paid to the worker up until the age of 70 years old. The insured worker was also entitled to free medical attention under the 'panel' system. The 'panel' was a list of insured patients for which a doctor was given the responsibility of looking after. Free hospital treatment was given to those suffering from tuberculosis in the form of Sanatorium Benefit. Mothers received 30 shillings for each child they had from Maternity Benefit.

The second part of the act, Unemployment Insurance covered around 2 million people and was intended as short term assistance only. It was aimed at the trades which were prone to seasonal unemployment, for example the construction, engineering and shipbuilding industries. Each worker had to pay a contribution of 2d per week, the employer paid 1d and the government 1d. As a result, the worker received a benefit of six shillings per week of a maximum of 15 weeks.

The National Insurance Act of 1911 was introduced to try to provide help and something to fall back on when people were out of employment. It was seen as a big help especially to those who were seasonally unemployed and those who became ill so that they would be able to support their families.

Examiner's comment

This assignment is well written and shows clear understanding of the topic. The first answer is wide-ranging, revealing detailed knowledge of the causes of poverty in the late nineteenth century. There are real signs of links being made between factors and so this is a good example of a top level 3 answer.

Question 2 also reaches level 3, although it is much shorter in length. In fact, the first answer was rather longer than it need have been and so the second answer suffers by comparison. There is very good comment upon the work of Booth and Rowntree, but those comments are not really linked to examples of the people who were influenced

by them. There is a general implication that all people were horrified when they read the reports. This was not the case. Consequently this answer received a low level 2 mark.

Question 3 contains a very thorough account of the Liberal Reforms. The details of each of the measures is laid out very clearly in every case. This again was awarded a high level 3 mark.

Overall, therefore, this assignment would have merited a mark at the top of the level 3 mark band, which is 31–45. It received a total mark of 41 out of 50.

Student's response 2: Objective 2

Poverty in Britain 1880–1914

Question 1

In the late 19th century, poverty was at a very high percentage. There were a lot of reasons for this. A lot of people had the idea that the main cause of poverty was down to laziness, so they were very reluctant to give any help to the poor. The only kind of help for the poor at the time, was 'the workhouse'. It wasn't looked upon as helping the poor, it was seen as a punishment: dreadful conditions, silence at meal times, separated from your family ect. People went into the workhouse only if they were a complete destitute and had absolutely nothing. During the late 19th century there was no kind of Welfare, eg benefits or pensions, because of this if you lost your job and you had no other belongings or savings you would have no other choice than to do into the workhouse. This was a last resort and you didn't go there if you had an alternative. Even if you were ill and you couldn't get work again you wouldn't get any kind of sickness benefit. Unemployment, no welfare and low pay were the main causes of poverty. A lot of poverty was caused by unemployment and only a bit was caused by the chief wage earner being out of work. An even bigger cause of poverty was low wages which accounted for just over half of the cause of poverty. This was because, at this time, there wasn't a thing as a minimum wage. People didn't complain about their low wages, because of the fear that they would lose their jobs. Rowntree produced a poverty line. Looking at that, you can see that when people got married and their children started to earning, they were a fair way above the poverty line. When they retired or their children left home, they dropped below the poverty line. A lot of people who had large families were also poverty stricken, people had too many children and they couldn't support all of them. In those times people had large families to keep them out of poverty, they thought that if they had a lot of children, they would be looked after when they got older. It actually worked the other way, because they had a lot of children and they couldn't afford to look after them all. Many people carried around the attitude that poverty was brought about upon by yourself, eg laziness. This made people not want to help anyone out. Rowntree conducted a survey in York and worked out that an average family of 5 could live on 21s a week. This would only work if people only brought what they needed and there were no luxuries at all. People were sick and because there wasn't any kind of welfare available, they had to pay to go to the doctors and most people couldn't afford to do so. People put off urgent treatment because they couldn't afford it; this made people's health deteriorate. If you look at source B, you can see this

is the effect of not having enough money. The picture shows 5 people squashed into a small room of these five people you can see that 3 of them are children. Children suffered from poverty a lot. When people were short of money, they resorted to accommodation like in source B. Poverty wasn't only just in one area it was everywhere.

Question 2

From the poverty survey, Booth proved that poverty wasn't caused by laziness, but the causes were; low wages, large families, death of chief wage earner, illness of chief wage earner, chief wage earner being out of work and irregular work. Booth wrote a report from his survey about poverty, he proved to everyone that poverty wasn't down to laziness and that it was down to: unemployment, low pay, large families, death of chief wage earner and sickness. This changed people's attitudes and it made them realise that poverty wasn't because people were lazy. Booth also wrote a book about poverty, 17 volumes and in this he said that an average family of 5 could live on 21s (£1.05) a week. Rowntree conducted a survey in 1899 on town life and he found that 28% of the population lived below the poverty line. He also did a house-to-house inquiry and he worked out the average amount of money that an average family of 5 could live on a week was 21s 8d.

All Rowntree's work was carried out in York and all Booth's work was carried out in London. Prices were the same in York and London therefore the average amount a family of 5 could survive on each week was roughly the same. This was proved because Rowntree did his survey in York and Booth did his in London and they both came out with roughly the same result. This indicates that poverty wasn't just in one area, it was everywhere so it wasn't because people were being lazy.

All the books/surveys they published helped to change people's attitudes towards the poor. People began to feel pity on the poor once they realised poverty wasn't self-inflicted. They began to be more willing to help.

In 1906, the liberals won the general election. They were the first people to act upon the results of these surveys and help out the poor. They went against the normal liberal policy which was 'Laissez-faire', which meant to 'let it be' and not get involved. They set up the liberal reforms which were there to try and reduce the amount of people who were below the poverty line. They had finally started to take an interest in the health and welfare of the people of Britain.

Question 3

The first liberal reform introduced by the liberal government was 'free school meals' in 1906. This was to ensure that even poor children had at least one proper meal a day. This would keep them healthy and they wouldn't need to go to the doctors as often. This would keep them healthy and they wouldn't need to go to the doctors as often. This was a help to the parents because at this time, you had to pay to go to the doctors and very often, parents couldn't afford to send their children there.

The second reform was the introduction of 'medical inspections' at schools. It was compulsory that every child was to have a medical inspection at school. This was free of charge and it was a good alternative to going to the doctors and having to pay for the same treatment. This also kept children healthy because not only did they have one healthy meal, but they also had an inspection to keep a check on their health. This was a

start to improving the health of Britain, firstly every child had one nutritious meal a day and now they had a regular medical inspection to try and improve their health fully.

In 1908 the 'Children's Act' was introduced. This was introduced to offer some kind of protection against children. This gave parents a legal obligation to look after their children and the law didn't allow them to neglect them. To help protect them, there was a law passed that made it illegal for children under 16 to be sold cigarettes and to enter pubs. It also protected children under 14 and said that they weren't allowed to go to prison. This was to protect them from all the other offenders and to stop them being traumatised by this. Instead, it sent them to Juvenile Courts which were basically there to deal with the younger offenders and there wasn't anyone over a certain age in there.

Then in 1908, 'Old Age Pensioners' were introduced. This meant that people didn't have to work as long and that they could retire at a younger age. The scheme started on 1st January 1909. It was non-contributory and you didn't have to pay anything towards it, it came out of the tax payers money. It let people enjoy their lives. Most people had worked hard all their lives and now it was time to relax and enjoy what they'd worked for. As well as doing this, it improved people's health and the life expectancy increased. People over 70 could now focus on their health and pension was just enough to keep them going.

In 1909 the 'Trade Board Act' was passed. It was set up to protect worker and it established a minimum wage for workers in the sweated trades. This helped to ensure that people stayed above the poverty line and didn't drop under it. It made sure that the employers didn't take advantage of their workers and that everyone got treated fairly.

Also in 1909, the 'Labour Exchange Act' was introduced. This was a great help to the unemployed. All employers had to register any job vacancies with an agency. This enabled the people looking for work to see what there was on offer for them. It also gave the employer the chance to find the most capable person for the job, if they decided to choose that particular job out of the rest then it must have been because they feel they can handle the job. It must have helped unemployment a lot, because people knew that there were jobs out there.

In 1911 the 'National Insurance Act' was introduced. This was divided up into 2 parts; the first was the sickness and medical insurance. All workers set aside a small amount from their wages each week (4d). The employer then added 3d and the government added 2d. This meant that when you were ill, 10 shillings was paid to you per week for a maximum of 26 weeks. If you were ill, you could have the rest that you needed and you didn't have to rush back to work because you were in desperate need for the money. You could still have plenty of time to recover and the rest of you family would still be looked after with that money. If you were insured, then as well as being entitled to sick pay for 26 weeks, you were also entitled to free medical attention. Not only this, but it also included a maternity benefit of 30 shillings for each child.

The second part of this was the 'Unemployment Insurance'. The worker had to contribute to this, the worker paid 2d per week, the employer paid 1d and the government also paid 1d. If the worker was ever unemployed then they would get 6 shillings a week for a maximum of 15 weeks. Unemployment benefits were short-term aid and it wasn't intended to finance people for the long term. If it did, then some people may not bother to actually try and find another job.

Examiner's comment

This assignment is competently written, but lacks the structure that would be necessary for a high level mark.

The first question is rather rambling and lacks any sense of coherence. The absence of paragraphs is a major weakness. However, the candidate has a sound knowledge of the causes of poverty at the end of the nineteenth century and just gets to low level 3 by applying effort and hard work.

Question 2 explains the work of Booth and Rowntree very effectively, but then fails to make any real links between that and the changes in attitudes to poverty that came about at the beginning of the twentieth century. As a result this question was only awarded a level 2 mark.

Question 3 is the best organised of the three and contains good detailed coverage of most of the Liberal Reforms. The candidate also explains the impact of some of the reforms. Overall this was a sound answer and received a level 3 mark.

This candidate, therefore, merited a low level 3 mark. There is evidence of good organisation at times, but the overall standard of the assignment lacked consistency. A mark of 32 was awarded.

The impact of the Second World War on a London Borough: Bexley 1939–1945

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- A nation at war: conscription; evacuation; the Blitz; civilian contributions
- The economic impact of the war; state regulation of industry, agriculture
- Propaganda, morale and the role of popular entertainment

Introduction

The Second World War had a profound effect on the local area and on the lives of the people who lived there. The war was fought on two fronts. There was the war fought by servicemen and women in the air, on the sea and overseas. There was also the war fought at home. Civilians found themselves in the front line from aerial bombardment and were called upon to organise to help fight potential invaders.

This assignment asks you to investigate the part played by these civilian men and women in the defence of the Borough of Bexley from 1939 to 1945. You will be asked to examine a range of evidence to help you discover what roles people played during the war and how important these were. How effective were the measures taken? Were the Local Defence Volunteers a vital part of Britain's defence or a 'Dads Army' that was not to be taken seriously?

SOURCE A: A description of the first meeting of The Bexley Company L.D.V's in 1940, as recalled by Captain R.G.K. Baker in the 1980s

The first meeting of what was to be called the L.D.V'S was held at the local ex servicemen's club. All types of men joined the company, including railway porters, gamekeepers, publicans, the village blacksmith and local bank manager. The blacksmith reverted to his former military status of Company Sergeant Major (the greatest enthusiasm!) and organised his parades in an old farmyard.

SOURCE B: An account by a member of D Company (Sidcup) from 'The Home Guard of Britain' by Charles Graves, published in 1973

Mr Priest and I were members of the obstruction gang and scrounged what we could and found out all sorts of obstacles that were supposed to delay tanks. Our best effort was made from old scaffold poles and barbed wire and would not have harmed a "jeep" let alone a Panzer tank.

SOURCE C: A photograph of HM King George V inspecting home guard units at Coldbow in 1940



SOURCE D: Information sheet issued by the Borough Engineering and surveyor in 1940

USE OF PUBLIC TRENCH SHELTERS.

The trenches in this Borough have been built for the use of only those people who are

Passing through the Streets

during an air raid.

When the “Action Warning” sounds members of the public are requested:

IF OUT OF DOORS, to return to their homes, provided this can be done within approximately five minutes.

IF INDOORS, to remain in their homes or go into their own private shelters.

IF AT WORK, to remain at their place of work or to go into the shelter provided at their place of work.

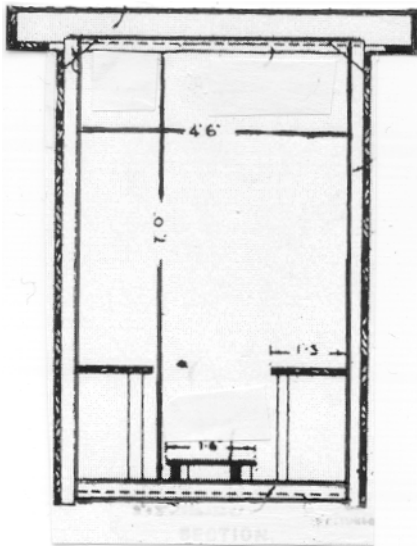
Only when these things are all impossible should the PUBLIC TRENCH SHELTERS IN THE BOROUGH BE USED.

PRIVATE SHELTERS

There are a large number of people in this Borough who qualify for a free Anderson Steel Shelter. For those who do not qualify and wish to construct their own, the following design shows a form of trench with timber revetments which can easily be made: -

BOROUGH OF BEXLEY

TIMBER TRENCH REVETMENTS.

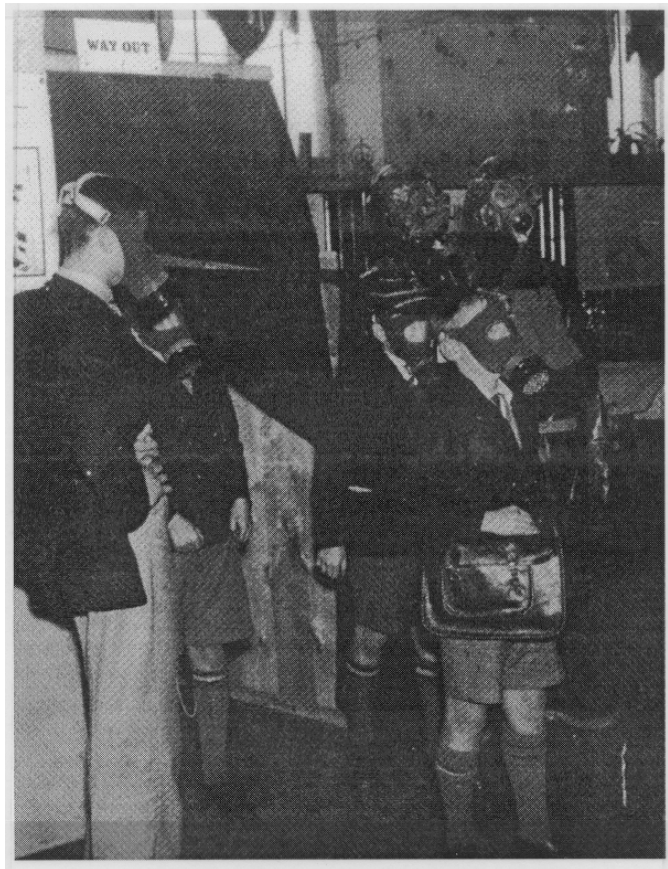


Further information on this matter can be obtained from Mr A. A. Joy, Borough Engineer and Surveyor, Danson Mansion. Danson Park. Bexleyheath.

SOURCE E: An Erith resident writing in 1983 describes why he did not use an air raid shelter during the war

I didn't shelter at all. I was always in the bedroom. My philosophy was, if I'm going to get hit, I'm going to get hit. If I'm in the shelter and it's meant for me, I'm still going to get hit. So I might as well be in bed and have a rest.

SOURCE F: A photograph of gas mask practice at Erith School, 1938



SOURCE G: A photograph and caption published in a magazine '*ILLUSTRATED*', published in January 1941. It was an article about firewatchers in a fictitious avenue, Acacia Avenue. It was in reality Old Farm Avenue in Sidcup.



'The women of Acacia Avenue are turning out, too, to do their two hours of fire watching twice a week. Here is Ruth Dawe from No 65. She had already attended fire fighting demonstrations and lectures given by the local fire brigade.'

SOURCE H: A photograph of an A.R.P. Auxiliary Ambulance outside the first aid post at Erith Hospital. The hospital was designed in 1939 as an underground emergency hospital.



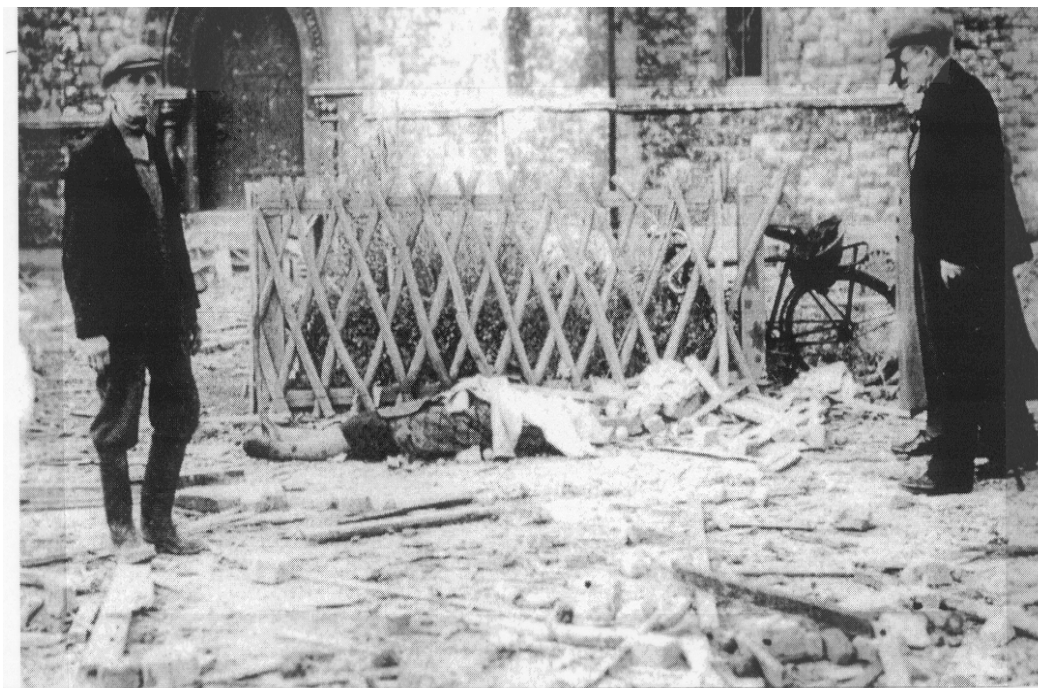
SOURCE I: An account, made in the 1980s, of the bombing of Bexleyheath Broadway, 15 October 1940 by Lord George Wallace of Costany. For a time he worked at the Central Meat Depot, Bexleyheath.

Whilst at the depot, we acted as wardens if there was an emergency. Not long after the bombing started, in 1940, we saw a whole crowd of aircraft overhead, hundreds of them. Fighters trying to get in between them. They let off a stick of bombs, right the way down the Broadway. We went over to help get casualties out of Woolworth's. It had been set on fire. There were a lot killed. There was a little child killed. About 3–4 years old. Right at the door of Woolworth's. The casualties down the Broadway were terrible. They were mainly taken into Christ Church. That was used as a mortuary.

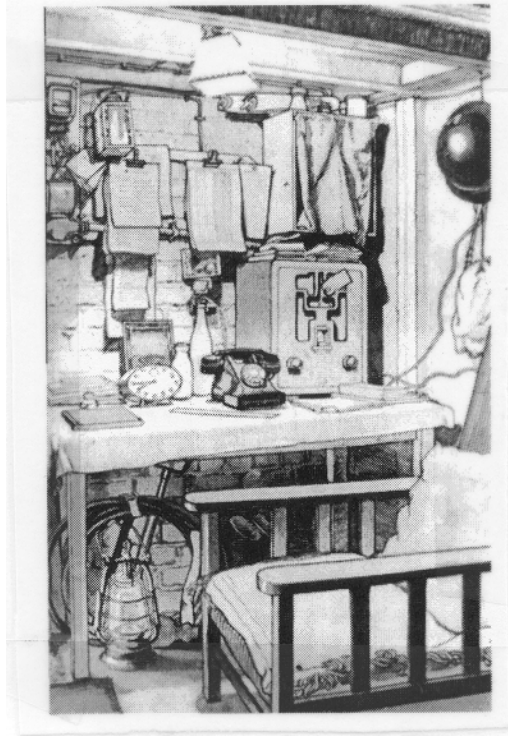
SOURCE J: A table showing the effects of enemy action in the Borough from September 1939 to May 1945

	Local Authority				Totals
	Bexley M.B	Chislehurst & Sidcup U.D.	Crayford U.D.	Erith M.B.	
Alerts	1,233	1,209	1,353	1,050	4,845
Incidents	1,197	824	260	497	2,778
H.E. Bombs	674	919	385	444	2,422
Incendiary Bombs (approx No)	20,042	20,674	5,401	8,510	54,627
Flying Bombs	25	48	11	12	96
Crashed Enemy Aircraft	2	1	1	–	4
Mines	8	19	4	6	37
People Killed	155	178	66	109	508
Injured detained in hospital	678	647	156	509	1,990
Others injured	1,372	890	329	872	3,463
Property: totally destroyed	879	485	184	572	2,120
Property: severely damaged	1,274	1,200	568	750	3,792
Other Properties damaged	60,363	15,815	6,265	10,154	92,597

SOURCE K: A photograph showing the effects of the 15 October bombing raid on Bexleyheath. This photography was censored and not published during the war.

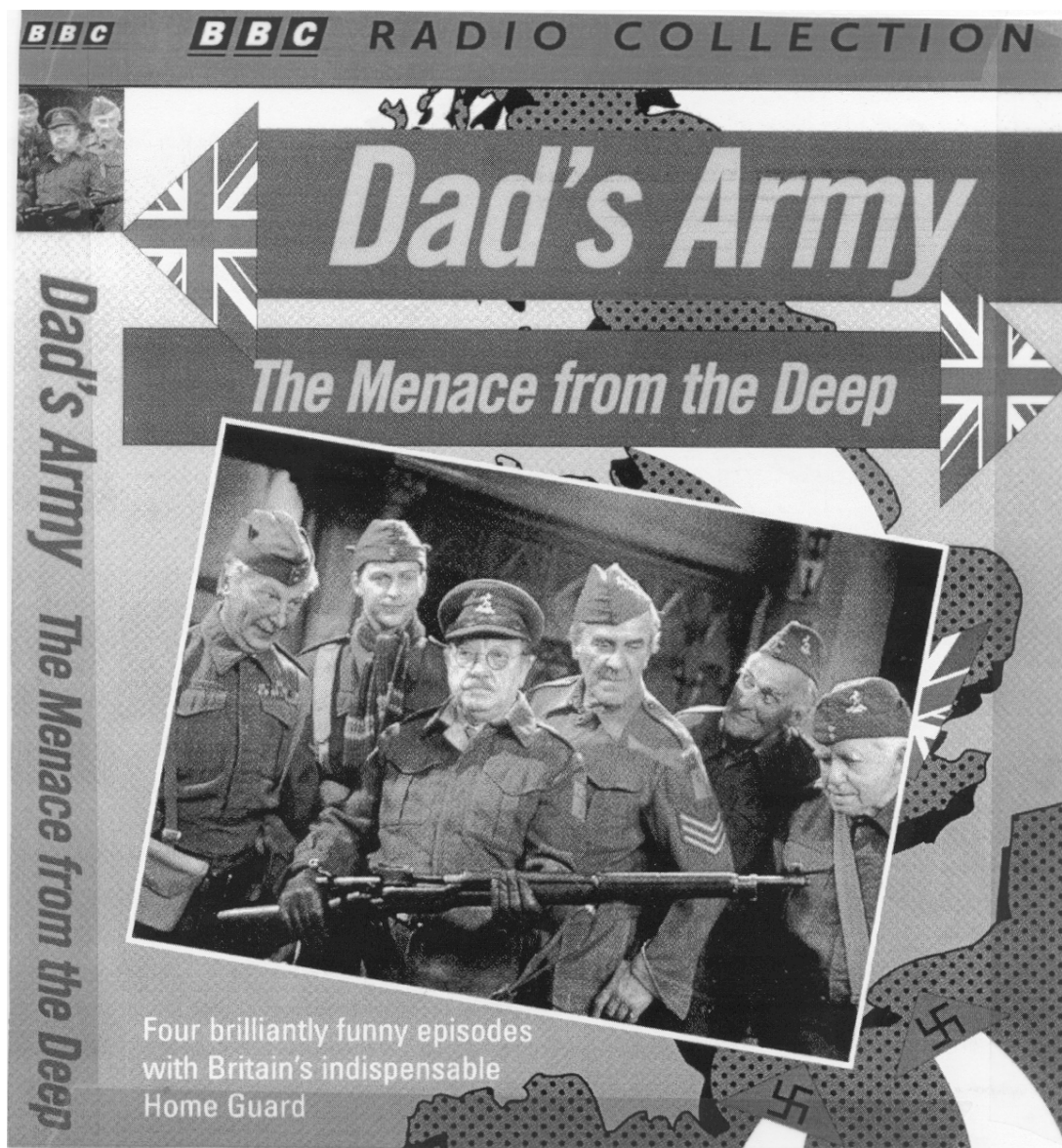


SOURCE L: A drawing of a reconstruction of Post E28 Erith in Erith Museum. The Post was originally at Woolwich Road, Belvedere.



SOURCE M: An advert for an episode of the BBC television series 'Dad's Army' produced in the 1960s. It shows L.D.V. and the A.R.P.*

*Centres are advised to use an excerpt from an episode of 'Dad's Army'



Assignment 2: objective 3

1. Study Sources A and B
What can you learn from these sources about the home front in Bexley. (4)
2. Study Sources D, F, G and H
In what ways do these sources help you to understand how the Borough prepared to deal with the effects of bombing? (6)
3. Study Sources B, C, D, E, and G
Sources B and E give a different impression of the effectiveness of the efforts to defend the Borough from enemy action from Sources C, D and G. Use the sources, and your own knowledge, to explain why they give different impressions. (10)
4. Study Sources I, J and K.
How useful are these sources as evidence of the impact of the war on the civilian population of the Borough? (8)
5. Study Sources L and M
Sources L and M are representations of places and events made long after the events they depict. Use the evidence of these sources, and your own knowledge, to explain how accurate these representations are. (10)
6. Study all the Sources.
Source G suggests that the residents of the Borough had a vital part to play in the war effort. Use the sources, and your own knowledge, to explain whether or not you agree with this view about the contribution of civilians in the Borough to the war effort. (12)

(Total: 50 marks)

Markscheme

The impact of the Second World War on a London Borough: Bexley 1939–1945

Assignment 2: objectives 2 and 3

1. *What can you learn from these sources about the home front in Bexley.* (4)
- Target: Comprehension of, and inference from, a source
- Level 1: Information taken from source at face value, eg L.D.Vs made up of all types and they had groups whose job it was to try to stop tanks. (1–2)
- Level 2: Developed statements using information from the Source, eg All types made up the volunteer force some with military training though equipment was limited and improvised. (3–4)
2. *In what ways do these sources help you to understand how the Borough prepared to deal with the effects of bombing?* (6)
- Target: Comprehension, analysis and evaluation of sources
- Level 1: Information taken from sources at face value, eg shows how people prepared to cope with air raids shows shelters etc. (1–2)
- Level 2: Developed statements using information taken from sources that can explain how the Borough prepared to deal with the effects of bombing eg how to protect from blast or gas and how to deal with casualties. (3–4)
- Level 3: Developed explanation using information precisely selected from the sources as well as knowledge of its nature and can evaluate how the Borough attempted to cope with the likely effects of bombing. (5–6)

3. *Sources B and E give a different impression of the effectiveness of the efforts to defend the Borough from enemy action from Sources C, D and G. Use the sources, and your own knowledge, to explain why they give different impressions.* (10)

Target:	Cross referencing and evaluation of sources to make a judgement/recall of knowledge	
Level 1:	Simple statements using sources to describe the preparations made with only limited evaluation and judgement, eg some seem well prepared others not so.	(1–2)
Level 2:	Developed statements using the nature and origin of the sources to explain different impressions such as some official and others are peoples memories looking back.	(3–5)
Level 3:	Developed explanation giving a judgement making confident use of the nature and provenance of the sources, and can make valid comment on the context in which each source was produced, eg can identify the role of propaganda in sources such as G, official information in D and sources written years after the events they describe such as Source E.	(6–8)
Level 4:	Sustained argument using the sources as evidence and supported by precisely selected knowledge of source nature as well as own knowledge that can give possible reasons to explain the differences between this sources, eg could explain differences without reference to contradictions mean some have little or no value.	(10)

4. *How useful are these sources as evidence of the impact of the war on the civilian population of the Borough?* (8)

Target:	Evaluation of sources for utility	
Level 1:	Simple statements about utility based on content or nature of the sources eg Sources K and I show the effect of bombing on Bexleyheath whereas J is a table showing the overall damage caused by bombing in the entire local area.	(1–3)
Level 2:	Developed statements about utility drawing inferences from nature and/or content of the sources eg damage was extensive because all three sources are concerned with it one was produced immediately after the event , another at the end of the war and the third nearly 40 years after the event described.	(4–6)

Level 3:	Developed analysis of the utility of all three sources eg the value of personal accounts , the overall view given in the table and the fact that the photograph was once censored but will relate answer to the overall picture needed to get a balanced account of the effect on civilians.	(7–8)
5. <i>Sources L and M are representations of places and events made long after the events they depict. Use the evidence of these sources, and your own knowledge, to explain how accurate these representations are.</i>		
Target:	Analysis of Sources and recall of knowledge to make a judgement about representation of the past	
Level 1:	Simple statements offering points in support using the sources or own knowledge , eg give you a visual insight into how things were in the past or made up and therefore no real use.	(1–3)
Level 2:	Developed statements giving reasons that indicate strengths and areas of possible weakness in both sources supported from sources and own knowledge, eg based on what happened and on research though M is from a comedy show and this is likely to effect its reliability more.	(4–6)
Level 3:	Developed explanation giving a judgement about accuracy making confident use of the sources and supported by appropriately selected knowledge, eg shows understanding of limitations of each of the representations but also able to evaluate their value.	(7–9)
Level 4:	Sustained argument about the problems of representations using the sources as evidence, eg one part of a museum that is designed to attract visitors but also to inform and educate whereas the other though based on much research is designed to entertain and does not have the same need for accuracy. Uses own knowledge to support judgement.	(10)

6. *Source G suggests that the residents of the Borough had a vital part to play in the war effort. Use the sources, and your own knowledge, to explain whether or not you agree with this view about the contribution of civilians in the Borough to the war effort.* (12)

Target:	Analysis of sources to reach a judgement about representation of change; recall of knowledge	
Level 1:	Simple statement offering points in support of judgement made, using sources or own knowledge, eg no I disagree because source B and E show how useless civilian efforts were.	(1–3)
Level 2:	Developed statements offering points in support of judgement, using sources and supported by relevant knowledge, eg yes, Sources D and F show how well organised the preparations were as does the emergency hospital designed especially so that civilian services could cope with the effects of bombing.	(4–7)
Level 3:	Developed explanation giving a judgement about the view making confident use of the sources and supported by appropriately selected knowledge, eg Sources show both element of success as well as areas where efforts were less than successful or useful.	(8–10)
Level 4:	Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which critically evaluates the accuracy of the point of view eg examines the extent of civilian involvement not just in protection from attack but also in freeing men for services as well as providing war materials in the Borough such as the Vickers works etc.	(11–12)

Student's response 3: Objectives 2 and 3

Erith

Question 1

From sources A & B I've learned that the Home Guard was organised to defend Bexley Borough during the war time. People from all walks of life joined together to defend their Borough ranging from blacksmiths to bank managers. Publicans and railway porters were also at the meeting.

Source A also tells me that "The first meeting...of the LDV's was held at the local servicemen's club." This means that people who were behind the organisation of this were ex-servicemen themselves. Source A states that "The blacksmith reverted to his former military status..." This meant that some members of the LDV had previous experience of military service while others were inexperienced civilians.

Source B tells me that there was an 'obstruction gang' to help to defend the Borough. The people didn't have any other materials to delay tanks. All they could do was gather scaffold poles and barbed wires. "Our best effort was made from old scaffold poles and barbed wires." From this source I can see that the people mentioned in the source had to scrounge some kind of equipment to delay the tanks,...' and scrounged what we could...' This too tells me of a lack of equipment. The result of this attempt to stop tanks was poor. 'Our best effort...would not have harmed a jeep let alone a Panzer tank'. There was not a lot that could be done to defend Bexley as there were no resources to do so.

Source A states that "The blacksmith...organised his parades in an old farmyard. "This means that people had nowhere else to practice", which once again points to the lack of resources.

People of the Borough joined together to defend it against invasion and destruction.

Question 2

The borough helped to deal with the effects of bombing in several ways. It did this by providing shelters, protecting the civilians against gas attacks by providing gas masks, protecting people from high explosives, blasts, training them to put out fires and providing an underground hospital to protect the injured.

Source D gives me information of the two types of shelters used during the war: public trench shelters and private shelters. People were aware that bombs could go off at any time, so the government suggested shelters as means of protection. Source D is the information sheet issued to people in 1940. It gives the instructions on when shelters can be used.

Public trench shelters were built for passers by during air raids. People could only use them if no other method of protection was possible within 5 minutes after the Action Warning.

Private shelters called Anderson shelters were provided to some citizens by the Borough. Those who didn't qualify for them had to build their own. The Borough gave

extra help by providing a design which could be easily followed to build a shelter. Some places of work provided shelters too.

Source F is a photograph that shows boys at Erith school being taught how to use a gas mask before the beginning of the war in 1938. The Borough took a step in preparing the children for the war. In schools children had to be trained how to use a gas attack which could kill them. Fire drills were a means of preparing children for a real gas attack should it happen.

Source G shows a photograph of a young woman with a shovel and a bucket. It comes from a magazine called "Illustrated". The article underneath and the photograph tell me that everyone including women were being dropped. The article tells me that the women not only dropped. The article tell me that the women not only attended lectures and fire fighting demonstrations which the fire brigade gave, but took part in protecting their community and "turning out to do their 2 hours of fire watching a week". The information in this source tells me how each person can contribute and be responsible for protecting the area they live in. However the photo also tells me that there must have been a lack of equipment to put out bombs and fires as the woman only has a shovel and a bucket to do this!

Source H shows a photograph of an ARP Auxiliary Ambulance. It is outside Erith hospital in Erith. The Borough knew that this area would be heavily bombed during the war. So the hospital was designed at the start of the war in 1939 to protect the wounded. The hospital was built under the ground to withstand air attacks and therefore the bombings. The place was well sandbagged to stop the bullets. The photograph also shows that the ambulance had 2 wheel trailers and that they can be made to take 4 stretchers. Four men are seen taking a wounded person into the hospital. The photograph also shows that the ambulance was a make do type. It was connected to a car. It was nothing like modern ambulances, it couldn't even be driven on its own.

On the whole the borough made sure that children and adults were trained and prepared for events like gas attacks, fires and bombings. It took a step in trying to help the people to survive the war, but not always had sufficient equipment and other resources to do so.

Question 3

Source B gives an impression that there was a lack of resources during the war time to defend the Borough against enemy action, "Our best effort was made from old scaffold poles and barbed wire." That is all that the men mentioned in the source could scrounge. Not even a "jeep" would have been harmed, "let alone a Panzer tank." In other words this account gives the impression of ineffectiveness of defending the Borough. This account was taken from a book called, "The Home Guard of Britain." It was written by Charles Graves and published after the war in 1973. This source was taken from an individual account of D company (Sidcup). The purpose of this account is to inform people living after the war what had been really done to defend the Borough. It has no elements of propaganda. The source's aim was not to exaggerate or lie, but to tell the truth. It could be just as ineffective as sources C and G, but unlike them is more truthful and so gives a more ineffective impression. I think that people living at the time were not told about this not to let them give up the fight of defending themselves. That is why propaganda was used instead. That is why this account was published 18 years later. The source also tells me that the two men in it put a lot of effort into trying to defend the Borough. They "found all of the source recognised that what he and Mr. Priest did was

ineffective. What he said is not the sort of thing that a person would lie about. There is evidence that tells us that there was not enough equipment during the war.

I think that this source is exaggerated and not very reliable. The man is reminiscing and looking back at the events that took place 38 years ago. In 1983 he was out of danger of a bomb hitting him and is therefore speaking in a braver manner. Once a man has lived through something he is less scared of the event than at the moment it happens. Another reason for his "bravery" could be that Erith was less heavily bombed than other areas like Bexley or the fact that he wrote about a period when less bombs had been dropped, eg 1943 and not 1940–4, which was the peak of the Blitz, or 1945 when bombs were dropped from V1–V2s.

Source C is a photograph of King George VI inspecting Home Guard units at Coldblow in North Kent in 1940. During his visits the king inspected Air Raid units as well.

This source gives a very good impression of the soldiers being prepared to defend their Borough. It gives the civilians, who are looking at this picture, a feeling that they are being well protected from the enemy. The soldiers seem to be tall, fit, athletic and young. They are wearing new uniforms and have guns. The king is seen to be beside his people at a time of worry, danger and anxiety. The Borough seems to have provided very effective measures to protect people from enemy action.

This source gives a different impression to source B and E because it serves a different purpose. It is there to frighten Hitler and make him think that Britain had strong armies all over the country. In reality this picture could have easily been staged not only to frighten Hitler. It also served as propaganda to encourage British citizens and show them the degree of preparedness that wasn't really there at the time. The picture was taken early in the war, when there was a shortage of equipment as other evidence tells us. At a time of shortages the picture gave the opposite impression to what we are being told in source B, which tells us that there was only "barbed wire and old scaffold poles" to delay tanks. At the same time this photo makes people believe that efforts were very effective in terms of defending the Borough against enemy action.

Source D shows the copy of an information sheet issued to people in 1940 by the Borough engineer and surveyor. The source shows that the Borough was concerned about people's safety during the war. The Borough tried to help people by providing them with public trench shelters and private shelters. Extra advice and information was available from the Borough Engineer and Surveyor.

This evidence suggests that the Borough tried to make the protection against bombing as effective as possible. The information sheet certainly gives this impression. This was done to keep people from panicking and to inform them of how they could protect themselves. This source seems less ineffective compared with source B and E because source C is the information sheet produced during the war, not after it. Although there must have been problems finding material to build shelters or merely a lack of shelters, the sheet's aim was not to let the people know of these problems, but to make them feel safe, secure and not to give way to panic. Another reason for this source giving a different impression is that it shows a copy of an information sheet. Its aim was not to inform people of difficulties like those in source B, but to provide them with information of how to protect themselves from the effects of bombings. This source therefore served a different purpose compared to source B.

Source G shows a photograph of a young woman and an article underneath it. These came from a magazine called “Illustrated”, published in 1941.

The article is about an avenue which has the real name of Old farm Avenue in Sidcup. The woman in the photo is young and is smiling. She looks very keen and wears sparkling clean shoes and clothes. The article tells me that her real name is Ruth Dane, she is from No. 65 and had already been to “fire fighting demonstrations run by the local Fire Brigade.” The article states that even women are “turning out to do their 2 hours of fire watching twice a week. This source gives a different impression of effectiveness to defend the Borough compared to source B and E several reasons.

First, the purpose of this source and photo is different to those of B and E. Propaganda is seen here at its best. Women are invited to help to defend the Borough and to do their hours of fire watching. They show this young woman as a role model to follow. This source is just as ineffective as source B because of the clothes the woman wears. You need more than a bucket of water, a shovel and definitely not sparkling clean shoes to put out a bomb! However people were not informed about this lest they find out. The photograph therefore seems effective on the surface.

Second, the photograph and the article were published during the war, not after it and therefore didn't reveal the whole truth, e.g the risk of doing the fire watching job or telling about the casualties.

Question 4

Source I is an account made in the 1980s. In it George Wallace of Costany tells us of one particular bombing on the 15th of October 1940 in Bexleyheath. During the war he worked at a Central Heat Depot in Bexleyheath.

This account was made 35 years after the war. The person in it is looking a long way back into the past, so its truthfulness could be doubted as such a long time has passed. However on the other hand it's such a shocking incident with a lot of aircraft above the head, “fighting trying to get between them.” Bombs being thrown. Woolworths on fire. Numerous casualties. A 3–4 year old child killed outside Woolworths. A pile of dead bodies. These are the kind of things which are very hard to forget. G Wallace, who was involved in this incident as a warden, witnessed a very dramatic, unforgettable incident. There is absolutely no reason for this man to lie. This is an individual account. Its purpose is to inform others of what had happened during the 1940s. Bombings were especially fierce in 1940–1941 as this was the time of the Blitz. Finally, the information this man gave could be checked by interviews with other survivors or by photographs if there are any left. The man with such a title would not want a public scandal and to be accused of lying.

Source J is a table of statistics. It shows the effects of enemy action in the Borough from September 1939 till May 1945. From this table I can see that Bexley was the most severely damaged area. The table shows 13 ways in which lives or property were destroyed, the number of alters, the casualties, etc.

These statistics were compiled by the County Civil Defence Department from Local Authority Returns and County, Headway Group and Group Control Operations Records. I therefore think that this source is a very useful one. Records must have been kept to

prove these figures. I also think that it must have been impossible to take into account all the number of casualties. So some of the figures might not have been 100% accurate, but I do think that the statistics as a whole were fairly accurate.

Source K is a photograph showing the effects of the bombing raid which took place in Bexleyheath on Oct. 15 1940. During the war this photograph was censored and not published till after the war.

I think it is a piece of very useful evidence. It shows a body of a dead woman outside a church with a lot of broken pieces of wood. The passers by can be seen looking down on the dead woman with her face covered. Another man is standing nearby.

The fact that the photo was censored and not published until after the war means that the government didn't want people to see any dead bodies not to turn them against the war. This leads me to another conclusion, that the photograph was not faked and that it reveals the truth. I can also see from it that it reflects the description of the information in source I which means that source I is also a very useful piece of evidence.

Question 5

Source L is a drawing reconstruction of Post E28 at Erith Museum. A person called Gil Dyer was a warden of this post at the Croft, Woolwich Road in Belvedere. This tells me that some research could have been done by interviewing this person if he was alive after the war.

Source L is however the reconstruction of the past – not the past itself. To be more precise it is a drawing of the reconstruction, not even the reconstruction. So it is not a photograph of the actual post. It is not the living evidence itself, not Post 28 itself. It therefore can't be 100% accurate as this is neither Post 28 itself or a photograph of it. It is merely a drawing of the reconstruction. Nevertheless, I think that this source is quite accurate and reliable as it must have been well researched in order to reconstruct a drawing of it.

My second reason for believing that this drawing is accurate is because it was accepted by the Ministry of Information for exhibition purposes. The Ministry of Information must have looked very closely at the accuracy of this post.

The drawing itself shows a very small room with an old-fashioned telephone – the type used during war, an old war-time radio and a helmet to protect the head from shell splinters or any other falling objects. Under the table there's an oil lamp that could have been used during blackouts. A box on the wall could presumably be a first aid kit. There are sheets of paper hanging above the table. They could be brief reports, notes to remember or instructions to follow. Bottles of milk are on the table. There's a big chair for the warden to sit on. As well as the mentioned above there are books, a pair of boots, a spade, an axe and a clock.

All these items would have been used by the warden. The telephone to inform the warden of air raids, the spade to dig away bricks and other debris, the radio as means of information, the helmet for any outside works at all times.

All the written above would have been used by wardens during the war due to reasons mentioned. These objects can be found on the drawing. I therefore think that it is very accurate.

Source M shows an advertisement of an episode from a BBC television series made in 1960s. The series is called “Dad’s Army” and shows Local Defence volunteers and the Air Raid Police.

This TV series is once again the reconstruction of the past like Post E28 in source L. It is not the illustration of the past itself. The film is not a documentary about the war or a photograph showing real war-time soldiers. It is a comedy made in the 1960s. Some episodes therefore have been exaggerated. Some episodes and people would have been made to look stupid. The comedy’s aim was to make people laugh, not to directly inform them about war. Because the comedy was aimed at the 1960’s audience, I believe that it is as much about the 60s as about the war itself. Therefore it is not 100% accurate.

Alongside the shortcomings, there were a lot of strengths too. ‘Dad’s Army’ must have been a well-researched production. Because it was produced only several years after the war, a lot of people could have been phoning in and complaining to the producer, if the series was unrealistic and incorrect from the point of view of what the LDVs and ARPs were really like. Issues like rationing and uniforms, which these people wore, as well as equipment must have been well researched.

In the picture I can see a few men looking like soldiers (although they were not trained to be soldiers), a sergeant and an officer in war-time uniform. The man at the front is holding an LEM3 rifle. The horse on their badge represents a place called Wilmington on Sea. It is not a real place name, but represents a place somewhere in Kent as I can see from the badge. Only one gun between 6 men is shown which could mean a lack of resources during the war time as it really was. All the men in the picture except one are in their later years – they are quite old – 60 on average. I think that this was so, because younger soldiers were at other fronts in Europe and Northern Africa. The older men stayed behind to defend their Borough as L.D.Vs and R.A.Ps.

I think that before this T.V series came out, the producer must have interviewed people who had the experience of the Home Guard.

In conclusion, I must point out that I think that this source is quite accurate as a lot of research must have gone into producing it. However, it is not 100% as it is a comedy and a reconstruction of the past.

Examiner's comments

This candidate wrote with considerable authority throughout the assignment. In questions 1 and 2 the sources are explored very thoroughly and in great detail. Both answers were awarded high level 2 marks.

In the answer to question 3 the candidate shows good awareness of the problems created by the need to keep up morale in Britain during the war and uses this to comment effectively on the sources. The answer is very long and some comments could have been omitted. Nevertheless, this was awarded a level 3 mark.

Question 4 also reveals an understanding of the limitations of evidence and how that can be used in a positive way. This was also a level 3 response.

The answer to question 5 once again shows detailed consideration of the sources and of the significance of their provenance. There are interesting and well researched comments on 'Dad's Army', which raise the answer well into level 3.

In the final question the candidate made an effort to review other interpretations and produced a well organised answer. On balance this was a borderline level 3/level 4 response.

Overall this was a candidate who showed very good understanding of the issues involved in the use of historical evidence and who wrote confidently throughout. Most answers were judged to be good level 3 and as a result a final mark of 44 was awarded.

Student's response 4: objectives 2 and 3

Erith

Question 1

Sources A and B tell me that the home front were well prepared but ill–equipt. Source A states that everyday people became 'soldiers', people like gamekeepers, publicans and local bank manages. Sometimes there were people with a service background, so this type of person would become sergant major. Sometimes parades had to be held in places like farm yards because there was no better facility. Source B tells me about the primitiveness of the equipment used to stop German tanks coming through the towns. Things like scafloding and barbed wire and any other objects that could be scrounged by the 'obstruction gangs', were used to construct obstacles to try and stop the German tanks getting through the towns. But these wouldn't have stopped a tank in any way.

Question 2

Sources D, F, G and H help me to understand the borough preparing to deal with the effects of bombing in many ways.

Source d tells me that people were prepared for bombing by either qualifying for a free Anderson steel shelter or they were given a design to follow to enable them to eithre

build their own shelter or to pay somebody to build one for them. Information sheets were issued by the borough giving instructions to the public in what to do if there was an airaid. If you were outside when the airaid siren went off, you were to go home providing it was under 5 minutes away or take cover in the Public trench shelters.

Source F shows some children in school practicing a gas attack, the children were all issued with gas masks. This shows me that they must have been expecting gas bombs to be dropped Source G is an advertisement. It is aimed at the public to encourage them to sign up and help fight the war in their own country. It is to advertise for women to turn up and do two hours of fire duty a week. This demonstrates how the Borough were prepared to teach and train the women by the local fire brigade, by arranging fire fighting demos and lectures.

Source H tells me that Erith expected heavy bombing. They prepared for this by building a special underground emergency hospital, and also by having ambulances ready to bring any casualties to the hospital.

Question 3

Sources B and E give a different impression because they are both negative accounts of the Home Front.

Source B is about the LDN's it is an account by a member of the obstruction gang. The source tells me about the obstacles used to try and stop the tanks it says "our best effort was made from old scaffold poles and was made with barbed wire and would not have stopped a 'jeep' let alone Panzer tank.

Source E is about an Erith resident and it tells me why we didn't take shelter during the war. This could or couldn't be true we might have made this up to sound good. However he may be telling the truth, either way it gives a negative attitude towards the war.

Source C, D and G give very positive accounts of the war, this is why there is such a big difference between these and B and E. These sources are different from each other but are positive towards the war. Source C is a photograph of King George V inspecting home guard units. This was very morale boosting for the LDV's.

Source D is an information sheet used by the borough. It gives details of how to build your own airaid shelter. This is positive as it could save your life.

Source G is an advert asking women to attend fire fighting demonstrations and lectures and then do two hours of fire watching a week. This is again positive as it could save lives.

Question 4

The sources are very useful as evidence of the impact of the war on the civilians population of the borough.

Source I talks about Bexley health Broadway being bombed. He tells us on one particular day that there were a lot of casualties and a young child had been killed. This was bound to have had a big impact on civilians. They didn't have time to get to shelters and I would imagine that there must have been a lot of panic. People would have been suffering from shock, whilst at the same time trying to help the injured.

Source J is a table showing the effects of enemy action on the Borough. It highlights the amount of bombs dropped over a period of 5 ½ years, as well as the amount of

injuries and deaths. Looking at these numbers makes you realise that the people living through this period must have been living in fear of the next siren. A lot of property was damaged leaving people homeless or trying to make the best of what was left. I would imagine that most people in the Borough would have known someone who had lost a life in this period, leaving them depressed.

Source K is a photo of the effects described in source I, of the Bombing on Bexley Heath on 15th October. It shows a woman lying dead on the ground surrounded by debris with two grim faced men. People had been going about their 'normal' daily work, shopping etc, when the bombs fell, turning the area into a scene of destruction. I would imagine this photograph was censored during the war because it would have depressed civilians even more.

Question 5

Sources L and M are fairly accurate source L is a drawing of a reconstruction of post E28 which was originally in Woolwich road this drawing would have had to have been as accurate as possible because it was in a museum. This drawing was also accepted by the Ministry of Information for exhibition purposes. This shows how accurate the drawing must have been otherwise it wouldn't have been accepted.

Source M is an advert for an Episode of Dads Army. It is a programme about LDV's during the war. This programme would have had to have been very accurate. This is because lots of people would still be alive who were involved in the Home Front. It also had to be accurate because people might not watch it, if it was made up and untrue.

Question 6

Yes I do agree that the civilians played a vital part in the war effort for a start lots of men and women gave up their spare time for the war. Men joined the local Defence Volunteers (LDV) club. This club held regular meetings. These clubs also did regular patrols and erected obstacles which were supposed to stop tanks. These were made of barbed wire and old scaffold poles and wouldn't have stopped a tank at all. But the LDV's did things like this to boost morale and so the civilians thought something was being done. Women were also encouraged to join up and help. There were adverts like source G which try to encourage women to attend fire fighting meetings and demonstrations, this was done because the fire service was over stretched and also because it made women feel like they were doing something useful.

The public were given gas masks to carry with them this made them feel safe and prepared. They were also told to take shelter in air raid shelters which they had in their gardens this also made them feel safe and secure. There were also regular collections of metal and bits. The public were told that these were going to be used to build airplanes and tanks. In one example all the railings in Hengist road were collected the people were told they were for tanks but were in fact useless and were left to rust in a yard. But this made people feel they were doing something useful to help their country.

There were also lots of campaigns to boost morale and encourage public to either sign up and help or take part in various events.

Examiner's comments

This assignment shows all the hallmarks of level 2. The candidate writes with a degree of confidence, but never really analyses the nature, origin and purpose of the sources.

The answer to question 1 contains inferences about the degree of preparedness of the Home Guard and was awarded level 2.

Question 2 reviews the sources in detail and explains how they can help to understand the way that Bexley prepared for the war. This again was a level 2 answer.

In question 3 the candidate is able to comment on the differences of tone between the sources, but does not refer to their provenance. This was a level 2 answer.

The answer to question 4 makes good use of the content of the sources but does not go any further. Once again this was awarded level 2.

In the answer to question 5 the candidate begins to make comments about the sources as evidence, but fails to substantiate them. This left the answer at level 2.

Question 6 makes good use of the content of the sources, but does not refer to the nature, origin and purpose. There is also little evidence of own knowledge. Once again this was a level 2 answer.

Overall this candidate was awarded a high level 2 mark of 27.

Women's right to vote

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Growing pressure for female suffrage from 1870 and opposition to giving women the vote.
- Suffragist and Suffragettes; divided approaches.
- Government responses to the Suffragette campaign.
- The role of women during the First World War.

Introduction

The right to vote (suffrage) in general elections was given to women over thirty years of age in 1918. This new law was passed by Parliament at the end of the First World War (1914–1918). Some women had been campaigning for women's right to vote for many years before the war started. 'Suffragists', was the name given to those women who campaigned peacefully for this; 'Suffragettes' was the name given to those women who used violence in their campaigns to secure the right to vote.

The Suffragettes produced eye-catching posters, organised demonstrations, broke shop windows, chained themselves to railings and set fire to post-boxes. Fights with police sometimes broke out and, when arrested and imprisoned, some women went on hunger-strike.

When war against Germany broke out in August 1914, the Suffragettes stopped their campaigning and threw their support behind the war effort. They encouraged men to join the army and appealed to women to take over the work of men while they were away fighting.

In this assignment you will investigate why the right to vote to was granted to some women in 1918.

SOURCE A: a Suffragette poster produced in 1912.



SOURCE B: from a book written in 1907 called 'Woman or Suffragette' by Marie Corelli.

'Votes for women' is the shrill cry of a number of discontented ladies. But the truth is that *Women were and are destined to make voters rather than to be voters themselves.* It cannot be denied that women suffer great injustice at the hands of men. But this is the result of the way in which mothers have reared their sons and still continue to rear them.

SOURCE C: This cartoon was drawn by Bernard Partridge in 1906. The two women are both campaigners for female suffrage, but the one on the left is a Suffragist; the one on the right is a Suffragette.



The caption reads: 'THE SHRIEKING SISTER'. The person on the left, described as the sensible woman, says: 'YOU help our cause? Why, you're its worst enemy!'

SOURCE D: part of a book called *'My Own Story'* by Emmeline Pankhurst, one of the leading Suffragettes. It was written in 1912.

What good did all this violent campaigning do us? We have often been asked that question. For one thing our campaign made women's suffrage a matter of news – it had never been that before. Now the newspapers are full of us.

The argument of politicians and the Suffragists has always been that once public opinion swings our way then without any force at all women will be given the vote. We agree that the public must be educated, but in 1906 there was a very large section of the public who were in favour of women's suffrage. But what good did that do the cause? We called upon the government to give us the vote but they didn't. So, now we will fight for our cause.

SOURCE E: part of a speech given by a Member of Parliament in 1913.

I have no hesitation in voting against the principle of giving the vote to women. In giving women the right to vote we will ultimately put the control of the government of this country into female hands.

SOURCE F: a poster produced by the government in 1916.



SOURCE G: statistics from a school textbook, published in the 1980s.

Women In Employment in Britain		
	July 1914	July 1918
Metal Industries	170,000	594,000
Chemical Industries	40,000	104,000
Government Offices	2,000	225,000
Food, Drink and Tobacco	196,000	235,000

SOURCE H: from a history book called *Women's Suffrage in Britain, 1967–1928* written in 1980.

A very simplified view would see the vote as a reward for loyal wartime service. However, careful study shows how little change resulted from the war, not how much.

In the newspaper reports of the time women workers received a warm welcome; but in farms, hospitals and factories they were greatly resented. This reflects most men's attitudes towards women at the time. Men felt happiest if women became nurses, providers of refreshments for the troops and brought up the fighting men of the future. Politicians themselves agreed with the idea that the woman who had brought children up successfully had performed a service for the government which could be rewarded by giving the vote to such loyal citizens.

The age limit of 30 for women was agreed by politicians because these women seemed to be more sensible and more likely to vote the same way as their husbands.

SOURCE I: from a history book called *Women at War, 1914–1918* written in 1980.

To say that the war brought votes for women is to make a very rough generalisation, yet one which contains some truth. The question of women's rights must not be isolated from other great social and political changes that were happening as a result of the war. During the four years of conflict a tremendous mood favourable to change had been created.

SOURCE J: part of a speech by *Herbert Asquith* in the House of Commons in 1917. Asquith had been Prime Minister from 1908 to 1916 when he had opposed giving women the vote.

My opposition to women's right to vote is well known. However, for three years now the Suffragettes have not restarted that horrible campaign of violence. Not only that, they have contributed to every service during this war except that of fighting. I therefore believe that some measure of women's suffrage should be given.

Assignment 2: objectives 2 and 3

1. Study Source A
What can you learn from Source A about the reasons given by the Suffragettes for demanding votes for women? (4)
2. Study Sources B and C
Do Source B and C agree about the Suffragette campaign? Explain your answer. (4)
3. Study Source D and use your own knowledge.
How did the Suffragette activity help the campaign for votes for women? Use Source D and your own knowledge to explain your answer. (6)
4. Study Sources D and E and use your own knowledge.
Why, despite the Suffragette activity, had women not gained the vote by the outbreak of the First World War? (10)
5. Study Sources F and G.
Compare the value of these two sources to someone studying the contribution of women to the war effort in the years 1914–1918. (8)
6. Study Sources H and I.
Do the authors of Sources H and I agree about the ways in which the war changed men's attitudes towards women and the vote? Explain your answer. (8)
7. Study Sources H, I and J and use your own knowledge.
'It was the work that women did during the war that earned them the vote'.
Use the sources, and your own knowledge, to explain whether you agree with this interpretation. (10)

(Total: 50 marks)

Markscheme

Women's right to vote

Assignment 2: objectives 2 and 3

1. *What can you learn from Source A about the reasons given by the Suffragettes for demanding votes for women?* (4)
- Target: Comprehension of, and inference from, a source
- Level 1: Information taken from Source A at face value, eg men could do bad things and still vote but women who were responsible could not. (1–2)
- Level 2: Developed statements using information from the Source that can explain reasons why women demanded the vote and also the peaceful. Can illustrate answer by effective use of the poster with examples. (3–4)
2. *Do source B and Source C agree about the Suffragette campaign? Explain your answer by reference to both sources.* (4)
- Target: Comprehension and cross referencing of sources
- Level 1: Information taken from the sources at face value giving some areas of agreement eg both the sources are against the activities of the Suffragettes. (1–2)
- Level 2: Developed statements about similarities supported by relevant use of the two sources in support eg both regard Suffragettes as shrill or shrieking and not the cause of women in society. (2–4)

3. *How did the Suffragette activity help the campaign for votes for women?
Use Source D, and your own knowledge, to explain your answer.* (6)

Target:	Comprehension and cross referencing of sources/recall of knowledge	
Level 1:	Simple statement taking information from the sources at face value eg gave publicity to the cause.	(1–2)
Level 2:	Developed statements about how the campaign got publicity whereas earlier methods used had got women nowhere eg their activities gained publicity but did not help or similar.	(3–4)
Level 3:	Developed explanation based on effective use of the sources as well as own knowledge eg can suggest reasons why Suffragette activity might get attention and make the news but can evaluate the relative success of these methods by reference to Source D and own knowledge.	(5–6)

4. *Why, despite the Suffragette activity, had women not gained the vote by the outbreak of the First World War?* (10)

Target:	Comprehension of sources/recall of knowledge.	
Level 1:	Makes simple statements about reasons using the sources as information or makes use of knowledge of own, eg the sources show that influential people were against women getting the vote and some may have been put off by methods used.	(1–2)
Level 2:	Developed statements about reasons why women had not got the vote making inferences from the sources and use of own knowledge, eg the methods used put many off, women as well as men were against the Suffragettes and the Government was not going to be moved.	(3–4)
Level 3:	Developed explanation of relative importance of the factors involved making appropriate use of the sources and own knowledge in support, eg can comment on the effectiveness of the methods used as well as the strength of those opposed.	(5–7)
Level 4:	Developed explanation supported by appropriately selected knowledge showing understanding of a range of reasons that explain opposition supported by appropriately selected knowledge, eg entrenched views of opposition, Suffragette activity had alienated political supporters, government intransigence.	(8–10)

5. *Study Sources F and G. Compare the value of these two sources to someone studying the contribution of women to the war effort in the years 1914–1918.* (8)

Target: Analysis of sources for utility

Level 1: Makes simple statements about value based on content or nature of the source eg tells us that women did the work of men during the war. (1–2)

Level 2: Developed statements about relative value drawing inferences from the nature or content of the source eg a poster or a graph, the first likely to be more distorted as advertisement or propaganda. (3–4)

Level 3: Developed explanation of relative value of each source in context of women's contribution to the war effort over the period 1914–1918 using both the nature and content of both the sources, eg can comment on limitations and value of both and avoids the simplistic learnt responses by placing answer in context. (5–8)

6. *Do the authors of Sources H and I agree about the ways in which the war changed men's attitudes towards women and the vote? Explain your answer.* (8)

Target: Comprehension and cross referencing of sources

Level 1: Information taken from the sources at face value giving some areas of agreement eg both the sources seem to support the view that the war helped in getting women the vote. (1–2)

Level 2: Developed statements about similarities and areas of difference supported by relevant use of both the sources in support eg first has the view that the war did less to advance the position of women than many suppose, the second states that the war was major factor. (3–4)

Level 3: Developed explanation of areas of similarity but also can indicate areas of possible difference making effective use of the sources in support, eg can indicate that both sources qualify long established view the second is inclined to give it more credence. (5–8)

7. *'It was the work that women did during the war that earned them the vote.'*
Use Sources H, I and J, and your own knowledge, to explain whether you agree with this interpretation. (10)

- Target: Analysis of sources and recall to make a judgement about a historical interpretation
- Level 1: Simple statement offering points in support of choice, using sources or own knowledge, eg yes, because they were seen as more responsible a reward for the work they had done. (1–3)
- Level 2: Developed statements offering points in support of judgement, using sources and supported by relevant knowledge, eg yes, because of the evidence of sources H, I and J or knowledge of own. (4–6)
- Level 3: Developed explanation giving a judgement about the view making confident use of the sources and supported by appropriately selected knowledge, eg this is a valid view because of the very real contribution of women during the war a major factor in getting women the vote. (7–8)
- Level 4: Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which critically evaluates the view eg possibly examines the alternative view that less was achieved than some have argued in the past. (9–10)

Student's response 5: Objective 2 and 3

Women's right to vote

Question 1

What can you learn from Source A about the reasons given by the suffragettes for demanding votes for women?

The poster is a primary source used at the time to convince the public and members of parliament that women deserved the vote.

At this point the government were resisting any changes, they didn't want the women to vote. In 1912 the women were thrown in jail for the protest. The Prime Minister, Mr Asquith, refused to let women have the vote. The women could have vital positions such as a mayor, nurse, doctor or teacher, they could also have minor but important jobs, like a factory worker. All of these women didn't have the vote. A man could have many things wrong in his life and still have his vote.

A man could have been a convict and as soon as he has come out of jail he could vote. A lunatic could have the vote as soon as he claims sanity. A man could be a proprietor of white slaves and have the vote. A man unfit for service or a drunkard are all able to vote.

None of the men mentioned lose their vote for what they have done or are doing. None of the women gain the vote for how well they have done. This is conveying the message that it is wrong that women haven't got the vote when they can do almost as much as men.

Question 2

Do Source B and C agree about the Suffragettes campaign? Explain your answer by reference to the sources.

Both Sources are similar but not identical, they both show how discontent the women are at not being allowed to vote.

Source B says that if the women have time to go and protest in the street then they obviously don't have to do many things with their lives. This source is just an opinion given at the time in her book. This source is against the suffragette campaign, it blames the women. It is women's fault for rearing the men from birth.

Source C believes women should have the vote, it is just concerned how it should be won. The source thinks that the vote should be won in a peaceful manner as opposed to the violent protests of the Suffragettes. It was believed that the Suffragettes were slowing down the movement. In this source the Suffragist is meant to be in the right. This Source is against the Suffragette campaign because it believes the methods are too violent. But source C thinks that women should have the vote as long as they don't gain it using violent methods.

Source B is completely against women having the vote, but Source C is for having the vote, but against them having it through violence. This means both sources are against the Suffragette campaign.

Question 3

How did the Suffragettes activity help the campaign for votes for women?

Source C is an opinion given by Bernard Partridge which suggests that the Suffragettes are slowing down the whole movement. The Suffragettes used many violent methods to put their point across. Emily Davidson died because she jumped in front of a horse as a protest against women not being able to vote. She died for her cause. There were many acts of violence and vandalism caused by the women. The women burnt down churches and public buildings. They bombed Lloyd George's home while he was out, burning it completely to the ground. They attacked Asquith and tried to rip his clothes off him. It was thought that these kind of acts of vandalism slowed down the movement. After these violent acts Asquith and the politicians changed their view of the women. Before these events the politicians had been slowly getting persuaded by the women to consider giving them the vote, when they saw what the women had done they went completely against women's rights.

Source D is an opinion given by Emmeline Pankhurst herself, this means the given could be biased for the women. Pankhurst believed that these violent acts were used to keep their campaign in the news. This shows how barbaric the government were and how ignorant the men, looked in the public's view. The women went on hunger strikes in protest for being put in jail. These prisoners were force fed so that they couldn't leave due to bad condition.

The public agreed with their cause, but the politicians were very against it. As the politicians were against the movement the women became more violent to try and change the minds of the politicians. They used the media to get their views across to the public and the politicians.

The two sources disagree with each other, one believes the Suffragettes slowed the campaign and the other believes the Suffragettes slowed the progress of the campaign in the news. The facts suggest the Source C is nearer the truth. The Suffragettes prolonged the campaign with their violent protests. The violence was far too extreme, but it did keep the campaign in the new all the time.

Question 4

Why, despite the Suffragette activity, had women not gained the vote by the outbreak of the First World War?

Source D is the view given by Pankhurst, this means it is possible that it is a biased view. She thinks that the Suffragettes were doing the right thing, because it was keeping their cause in the news. Pankhurst claimed she was waiting to see if the Suffragists could have an effect on the government. The public on side of the campaign would help to win over the politicians. When the Suffragist protests were ignored by the parliament, Pankhurst believed that a more violent method was needed to persuade the government. They thought at this point that men's attitudes were entrenched on the idea that women shouldn't have the vote. Men hadn't changed their opinion after the war, than before the war, even though the women had played a large role in the sorting out of ammunition, equipment and weapons.

After all the protests and acts of violence by the women, Pankhurst decided that if they joined the war effort, they would get more respect from the public and the government.

Source E is an opinion of a member of parliament from the time. He is completely against the idea of giving women the vote. He believes it would be a mistake to give women a chance to change the way the country will operate. Asquith and the politicians believed that there was only one place a woman should be and that is at the home.

In the end the movement was delayed by the acts of extreme violence. Like they bombed Lloyd George's house, set fire to churches and local buildings. They attacked Asquith and tried to rip his clothes off him. These protests slow down the campaign, but they got publicity.

The two sources disagreed with each other on the point of women deserving the vote. One said that the violence was needed to get a point across to the government. The other was written by a member of parliament a year later stating, that the women couldn't be trusted to do the right thing, their violence was too extreme. The Suffragettes went too far and made the politicians force to dig their heels in to keep a grip on the women, this therefore delayed legislation.

Question 5

Compare the value of these two sources to someone studying the contribution of women to the war effort in the years 1914–1918.

Source F is a poster showing the public that women can do a man's job if necessary. It is a recruitment poster, from the government, persuading women to help work in a factory. This is the government's policy, which gives no indication of the amount of women that signed up as a munition worker. This poster is appealing to the women who have husbands in the front line fighting. This is giving the women guilt about their husbands.

Source G shows the contribution women made to the war effort. Assuring that all the statistics are accurate, it shows the vast increase in participation to the war effort by the women. It tells us what the women did.

Both of the Sources are showing that women are capable of working hard, and that they can do all the men's jobs. These sources also show how the female attitudes have changed. Source F is appealing to the fairer side of women's nature.

Source G shows why the women got the vote at the end of the war. It is good quantitative evidence which is backed up by facts. But these facts could have been changed to give the impression that the women deserved the vote for what they had done. Source F shows the efficiency of the government.

Question 6

Do the authors of Sources H and I agree about the ways in which the war changed men's attitude towards women and the vote?

Source H is an opinion given in a book. The attitudes of the politicians haven't changed towards the women. The women could only vote at the age of 30. By this stage it was assumed that the women only really deserve their vote when they have had children which might help the government in the future. At the end of the war the men came back to claim their jobs back. It was still believed that women are incapable of having any responsibility.

Source I is disagreeing with the view given in Source H. This Source (I) believes that the views of the men have changed and not just because of the war effort by the women. This source says that the war brought about many changes apart from the women's movement which meant, less concentration was put into it. Source I thinks the women got the vote because the politicians changed their mood, whereas Source H thinks they were rewarded the vote for their acts of loyalty during the war.

In Source H men preferred to have women working as 'nurses and providers of refreshments,' this represented the majority of men's attitudes towards women working.

This was the beginning of a lot of changes, so the government said only 30 years olds and above can vote, to see if they would make a mistake.

Both sources make out as if women deserved to get the vote. They both have different reasons why they should have had the vote. Source H believes that the war effort was the main cause for them getting the vote, that they deserve their vote for loyalty.

Source I thinks that the main reason that women got the vote was because the government's mood changed, a lot socially and politically changed after the war, the women's movement was among the changes. But Source I thinks that the war only affected the movement slightly and that there were a lot of reasons why the women got the vote.

Source I is probably the more accurate of the two sources, says how the war was a catalyst for what happened after it. It was a catalyst for the women's movement, not only in Britain, all over Europe.

Question 7

"It was the work that women did during the war that earned them the vote."

I believe what the women did during the war had a lot to do with them getting the vote. Just before the war they were getting bad publicity, because of their violent acts. They needed to change their way of protesting, so they decided to help instead of vandalising the cities. This change in tactics looked to be a good one. Herbert Asquith noticed the change in the women's movement in 1917 when there hadn't been any violence, just helping the country. There are some people, Source, that the war had little to do with the women getting the vote, they believed that the protests and a change of mood caused them to get the vote. The women's violent protest were getting them nowhere so they decided to help instead and see if it made a change. Their violent acts, such as burning down churches and, vandalising shops and public buildings. They bombed Lloyd George's home and tried to attack Asquith and rip his clothes off, all of this and violence

was for too extreme for their protest against not being able to vote, this slowed down the legislation for the vote.

The most obvious opening for women's jobs was in the hospital. The men were getting killed by the hundreds of thousands, so the women had to take over their jobs. Women took up the munition factories and took up huge amounts of jobs. Women weren't only employed in munition factories, they took the places of plumbers, electricians, undertakers and many other jobs. Over 200,00 extra women worked in government establishments. Over 1,300,000 more women were employed in 1918 than there were in 1914. The police also contained a lot of women in to control the public during the air raids.

When the war was over the numbers of unemployed women rose back to its original height and the women went reluctantly back to their homes. The men were given their old jobs back with no hesitation as soon as they had returned from the war. However the women's war effort had definitely made a difference to society. The war would have only been a success due to the women as Lloyd George said, "It would have been utterly impossible for us to have waged a successful war had it not been for the skill and ardour, enthusiasm and industry which the women of this country have thrown into the war." In both France and Germany women talked of getting the vote if they were lucky, whereas in Britain the women got the vote.

From the evidence given in the Sources, it shows that the legislation was delayed due to the extreme violence of the women's movement. The violent protests before the war were vital to their campaign, they needed to keep their cause in the news, on TV before and at the start of the war.

Examiner's comments

This assignment is well written and at times shows real understanding of source analysis.

Question 1 shows clear evidence of inferences being made and the candidate in addition sets the sources into context very effectively. This was awarded a level 2 mark.

Question 2 is a little repetitive and fails to get to the real focus of the question, which is to compare the evidence of the two sources. Nevertheless the candidate does consider almost all aspects of the sources and was awarded a low level 3 mark

Question 3 is again a detailed and lengthy answer. The candidate reviews the sources very effectively and if anything becomes bogged down in an analysis that was not in fact required by the question. This limited the mark to Level 2.

In question 4 the candidate again wanders of the point slightly, but does analyse the sources effectively. A better approach would have been to have synthesised the content of the two sources and the candidate's own knowledge. This was awarded a top level 2 mark.

Question 5 begins well, but again becomes bogged down in the content of the sources. The question anticipated an answer that assessed the value of the sources as evidence, rather than the content of the sources. Nevertheless there was enough here to merit a low level 3 mark.

Question 6 is again detailed and offers an exhaustive comparison of the two sources. Although the main body of the answer is concerned with the content of the sources, which is dealt with very thoroughly, there is enough to merit a low level 3 mark.

Question 7 is well written and puts forward a strong case in support of the view. There is little attempt to consider an alternative interpretation and some sources are not considered, so a level 4 mark could not be awarded. This answer was given a level 3 mark.

Overall, therefore, most questions are at top level 2 or low level 3. A mark in the lower half of level 3 would therefore be appropriate. The final mark awarded was 35.

Example of specimen scheme of work

This scheme of work is not a requirement of Edexcel and is provided purely for the guidance of centres

Outline scheme of work

Unit A: The outbreak of the Second World War

This unit is targeted upon assessment objectives 2 and 3 and will be assessed in Paper 2.

This unit will cover:

- appeasement; reasons for the support of appeasement in Britain; the role and policies of Chamberlain; Munich; preparations for war
- events 1938–1939; reactions to Munich; the occupation of Bohemia and Moravia; Britain's treaties with Poland and Romania; the Nazi–Soviet Pact; the declaration of war.

Unit B: Blitzkrieg

This unit is targeted upon assessment objectives 2 and 3 and will be assessed in Paper 2.

This unit will cover:

- Blitzkrieg; reasons for German successes in 1940, the collapse of France
- The Battle of Britain; reasons for the survival of Britain.

Unit C: Barbarossa

This unit is targeted upon assessment objectives 2 and 3 and will be assessed in Paper 2.

This unit will cover:

- the reasons for German success at the beginning of the campaign and later failures
- the nature of fighting on the eastern front and the reasons for the collapse of Germany in 1944–45.

Unit D: The USA at war

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- the US declaration of war after Pearl Harbor; the impact of war on the US economy and the lives of women, black Americans and Japanese immigrants
- the Second World War in the East; the reasons for Japanese successes in 1941–42
- reasons for the final defeat of Japan in 1945, the use of the atomic bomb.

Unit E: The Post-war World

This unit is targeted upon assessment objective 1 will be assessed in Paper 1.

This unit will cover:

- relations between the Allies in 1945; reasons for Stalin's distrust of the West, western fears for eastern Europe
- the Yalta and Potsdam Conferences; the settlement of Germany; reasons for the break up of the wartime alliance.

Unit F: The beginnings of the Cold war

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- disagreements between the Allies over Germany 1946–48, Bizonia, the Truman Doctrine, Marshall, the Deutschmark
- the Berlin Blockade and Airlift
- Nato, the setting up of West and East Germany, the Soviet Atomic Bomb and the beginning of the Arms Race.

Unit G: The USA after the Second World War

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- the growth of affluence, improved standard of living in the USA
- the origins of the Red Scare, the impact of McCarthy, reasons for his decline.

Unit H: Civil Rights

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- reasons for the growth of the Civil Rights movements in the 1950s, Brown, Parkes and Eckford, the role of King
- reasons for the development of the militancy, the role of Malcolm X
- Civil Rights in the 1960s, the roles of Kennedy and Johnson.

Unit I: Khrushchev and Kennedy

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- changes in relations between the superpowers after the death of Stalin; peaceful co-existence, Hungary, summits, competition in sport, the space race
- The Cuban Missiles Crisis.

Unit J: Détente

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- the growth of détente from 1963 to 1979
- the impact of the Afghan War on relations between the superpowers 1979–85.

Unit K: Vietnam

This unit is targeted upon assessment objectives 2 and 3 and will be assessed in Paper 2.

This unit will cover:

- reasons for US involvement in Vietnam
- the nature of the fighting in Vietnam and its impact on the peoples of the USA and Vietnam
- the consequences of the Vietnam war for the USA and Vietnam and its impact on superpower relations.

Unit L: Protest in the USA

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- the growth of student protest movements in the USA, youth culture
- the development of the women's movement in the 1960s
- the impact of the Watergate Scandal.

Unit M: Women in Britain since 1945

This unit is targeted upon assessment objective 1 and will be assessed by coursework.

This unit will cover:

- the role and status of women in Britain in the late 1940s and 1950s
- changes to the role and status of women in the 1960s and 1970s
- the extent to which women had achieved equality with men by the end of the twentieth century.

Unit N: Reagan and Gorbachev

This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.

This unit will cover:

- changes in relations between the superpowers from 1985; the reasons for the end of the Cold War
- the roles of Reagan and Gorbachev in bringing the Cold War to an end.

Unit N: Jack the Ripper

This unit is targeted upon assessment objectives 2 and 3 and will be assessed by coursework.

This unit will cover:

- Law and Order in the late nineteenth century
- the Ripper murders
- the Police attempts to track down and catch Jack the Ripper.

Edexcel designed coursework assignments

Name of Assignment

Belfast Blitz
Bletchley Park
Bloody Sunday
Britain and Europe
Civil Rights in Northern Ireland
Entertainment during the 1930s
Erith, the blitz in Bexley
Football
Holidays
Indian Independence
Jack the Ripper
Poverty
Television in the 1950s and 1960s
The 1960s
The Blitz
The General Strike
The Home Front in World War One
The Jarrow March
The Liberal Reforms
The Match Girls
The Rise of the Labour Party
The Role and Status of Women since 1945
The Suez Canal
The Welfare State
Votes for Women
Women during the Second World War

Template for Centre designed assignments

Teacher Information

Introduction

These assignments comprise Sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel. The assignments should be designed to assess the full range of grades targeted by the syllabus (Grades G–A*). Assistance may be given in class to aid the comprehension of the Sources.

You may also adapt these assignments if wished by:

- providing additional or replacement Sources
- providing additional or replacement questions.

Centre-designed units and assignments must be submitted to Edexcel for approval prior to teaching using form HG1 from the Specification.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the Sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the Sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

NB: The number of questions in Edexcel objective 1 assignments has been reduced from four to three and to five in Objective 2 and 3 assignments. This should assist centres in keeping assignments to the limits prescribed.

Title:

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

-

-

-

Introduction

SOURCE A:

SOURCE B:

SOURCE C:

SOURCE D:

SOURCE F:

SOURCE G:

SOURCE H:

SOURCE I:

SOURCE J:

Assignment One: Objective 1

1. (15)

2. (15)

3. (20)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about...?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B...?
Explain your answer.

(8)

3. Study Sources D and E

How useful are Sources in helping you to understand why...?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why.

(12)

5. Study all of the Sources

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

(14)

Assignment One: Markscheme

1.

Target: Key features/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, eg (1–5)

Level 2: Developed statements supported by relevant knowledge, eg (6–10)

Level 3: Developed exposition supported by selected knowledge, eg (11–15)

2.

Target: /recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, eg (1–5)

Level 2: Developed statements supported by relevant knowledge, eg (6–10)

Level 3: Developed explanation supported by selected knowledge, eg (10–15)

3.

Target: /recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, eg (1–5)

Level 2: Developed statements supported by relevant knowledge, eg (6–10)

Level 3: Developed explanation supported by selected knowledge, eg (11–15)

Level 4: Sustained argument supported by precisely selected knowledge, eg (16–20)

Assignment Two: Markscheme

1. What can you learn from Source A about?

Target: Comprehension of a Source AO2

Level 1: Simple statements supported by some knowledge taking the Source at face value, eg
(1–3)

Level 2: Developed statements supported by relevant knowledge making inferences from the Source, pointing out the weaknesses of the Source or setting the Source in context, eg
(4–6)

2. Does the evidence of Source C support the evidence of Sources A and B? Explain your answer.

Target: Cross referencing and evaluation of Sources AO2

Level 1: Simple statements supported by some knowledge taking the Sources at face value, eg
(1–3)

Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, pointing out the weaknesses of the Sources or setting the Source in context, eg
(4–6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of the Sources, eg
(7–8)

3. How useful are Sources D and E in helping you to understand why?

Target: Analysis and evaluation of Sources for utility AO2

Level 1: Simple statements supported by some knowledge taking the Sources at face value, eg
(1–3)

Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, pointing out the weaknesses of the Sources or setting the Sources in context, eg
(4–6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of the Sources, eg
(7–10)

4. Use Sources F and G, and your own knowledge, to explain why.

Target: Analysis and interpretation of Sources/recall of knowledge AO1/AO2

- Level 1: Simple statements supported by some knowledge taking the Sources at face value, eg (1–3)
- Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, pointing out the weaknesses of the Sources or setting the Sources in context, eg (4–6)
- Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of Sources, eg (7–10)
- Level 4: Sustained argument supported by precisely selected knowledge and using the Sources as evidence, eg (11–12)

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

Target: Analysis and interpretation of Sources/recall of knowledge AO1/AO3

- Level 1: Simple statements supported by some knowledge taking the Sources at face value supporting or opposing the view, eg (1–3)
- Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, supporting or opposing the view, eg (4–6)
- Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of Sources to support or oppose the view, eg (7–11)
- Level 4: Sustained argument supported by precisely selected knowledge and using the Sources as evidence to assess the view and compare it with alternative views, eg (12–14)

NB: This is also available in electronic form on the Edexcel website at www.edexcel.org.uk

Teaching Key Skills with History

The GCSE in History offers a range of opportunities for students to develop their key skills and generate assessed evidence for their portfolios

In particular, the following key skills can be developed and assessed through this specification at level 2:

- *communication*
- information technology
- improving own learning and performance
- working with others
- problem solving.

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts.

Part A – What you need to know This identifies the underpinning knowledge and skills required of the student.

Part B – What you must do This identifies the evidence that students must produce for their portfolios.

Part C – Guidance This gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve The Key Skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some candidates may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in History will provide opportunities for the development of all five of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

For further details on teaching Key Skills see appendix 1 in the Specification.

Teaching ICT with History

ICT is becoming increasingly important in the study of history both as a tool for research and as a medium for communication. Specific opportunities for developing students' key skills in IT are signposted in Appendix 1 of the Specification. However, there are a number of more general ways in which ICT can form an integral part of the GCSE course.

Students could use a CD-ROM, the Internet or resources on a school Intranet to research a historical issue. Students could access museum, university or government agency websites and use online databases to enable them to compile information and compare various views of a historical event, for instance different interpretations of the rise and fall of the Communist state, outline study A4.

Students could enter population statistics, prices or figures of production on to a spreadsheet and use that to produce a table such as a bar chart. For instance, a chart showing women's greater presence in the workforce when studying coursework unit C2: The changing role and status of women since 1945.

Students could use word processing to write one of their coursework assignments or to develop their skills in extended writing, drafting and re-drafting their work to enhance its quality and accuracy.

Students could present their research to the class using Power Point or produce work for a classroom display or for publication on a school Intranet.

Teaching citizenship with History

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular through:

- *Conflict and the Quest for Peace in the Middle East, 1948–92*, candidates who study this Outline Study may also have the opportunity to explore the need for mutual respect and understanding through studying the religious and ethnic issues involved in the Quest for Peace in the Middle East.
- *Finding a Role? Britain and Europe since 1945*. This coursework unit allows candidates to explore: the role of British citizens in the EU through the study of Britain's changing relationship with Europe; the nature of multi-culture and the need for mutual respect and understanding through the study of the change from Empire to Commonwealth.
- *Role of Women since 1945*, this coursework unit allows candidates to explore the laws relating to discrimination on grounds of gender through the study of the changing role and status of women.

Incorporating the wider curriculum

This specification contributes to an understanding of spiritual issues, moral and ethical issues, social issues and cultural issues in the following ways:

Spiritual issues

Although this specification does not tackle these issues explicitly, teachers should be aware that there will be a number of opportunities to ask students to consider the following:

- the nature of proof, truth and certainty
- human achievement
- religious beliefs and personal insights
- the value of individuals and communities

Moral and ethical issues

Teachers are encouraged to ask students to consider the moral and ethical implications of all the historical issues studied in this specification. When discussing the motives and actions of historical figures, students should take account of the moral and ethical considerations involved in historical decisions.

Social and cultural issues

Social history (including cultural aspects) is a feature of the following outline, depth and coursework studies:

- Votes for Women c1900–1928
- Nationalism and Independence in India, c1900–49
- Social and Welfare Reforms in Liberal Britain 1905–1914
- The Russian Revolution, c1910–24
- The Emergence of Modern China, 1911–76
- The Home Front, 1914–1918
- The General Strike
- The Rise and Fall of the Communist State: The Soviet Union, 1928–91
- Depression and the New Deal: the USA, 1929–41
- Nazi Germany, c1930–39
- The Home Front, 1939–45
- The Creation of the Welfare State: British Society in the 1940s
- A Divided Union? The USA, 1941–80
- Superpower Relations, 1945–90
- The changing role and status of Women since 1945
- Conflict in Vietnam, c1963–75
- The End of Apartheid in South Africa, 1982–94
- Northern Ireland since 1960

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 020 7758 5620
Fax: 020 7758 5951
E-mail: inset@edexcel.org.uk

Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4LN
Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2001 onwards:

- Specimen papers
- Internal assessment guide
- Specification

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

Textbooks and resources

General texts

In Search of History, The Twentieth Century, J R Aylett, Hodder and Stoughton
Britain and the Twentieth Century World, Traynor and Wilmot, Nelson
Britain 1900–1951, R Radway,
People in Change, J Brooman, Longman
Modern World History for Edexcel, Chandler and Wright, Heinemann
Modern World History Teachers' Resources Pack: M Chandler and J Wright, Heinemann
Modern World History Teachers' Foundation Resources Pack: M Chandler and J Wright, Heinemann
Modern World History Homework Handbook, M Chandler, Longman
Improving Achievement at GCSE History, M Chandler, London Revision*

Coursework Books

Northern Ireland since 1960, N Kelly, Heinemann
Votes for Women, M Chandler, Heinemann
The Home Front 1914–18, J Wright, Heinemann
Britain in the age of Total War, 1939–1945, J Wright, Heinemann
Modern World History for Edexcel revision, N Kelly and B Doherty, Heinemann
Law and Order in late Victorian Britain, the case of Jack the Ripper: M Chandler, London Revision*
The Home Front, Britain during the First World War: M Chandler, London Revision*
Britain during the Great Depression: M Chandler, London Revision*
The Entertainment Revolution, the 1930s: M Chandler, London Revision*
The Breaking of Enigma, the story of Bletchley Park: M Chandler, London Revision*
Total War, Britain during the Second World War: M Chandler, London Revision*
Women in Britain, 1945 – 1990s: M Chandler, London Revision*
Northern Ireland, c. 1960– 1990s: M Chandler, London Revision*
The Impact of Television in the 1950s, 1960s and 1970s: M Chandler, London Revision*
Popular Culture in Britain in the 1960s: M Chandler, London Revision*

Resources available from London Revision

Revision Notes written by the Chief Examiners

- A3** Nationalism and Independence in India
- A2** The Road to War: Europe, 1870–1914
- A4** The Impact of War on Britain
- A5** The Emergence of Modern China
- A6** The Rise and Fall of the Communist State
- A7** A Divided Union? The USA
- A9** Superpower Relations
- A10** Conflict and the Quest for Peace in the Middle South Africa East

- B1** The Russian Revolution
- B2** The War to End Wars
- B3** Depression and New Deal
- B4** Nazi Germany
- B5** The World at War
- B6** The End of Apartheid in South Africa
- B7** Conflict in Vietnam

*London Revision, 15 Ardshiel Drive, Redhill, Surrey, RH1 6QN
Telephone 01737 215899

Website list

www.cnn.com/SPECIALS/cold.war

www.worldwar1.com

www.spartacus.schoolnet.co.uk

www.thehistorychannel.co.uk

www.annefrank.nl

www.nato.int

www.hyperhistory.com

www.ibiscom.com/w2frm

www.historyplace.com

www.em.doe.gov/timeline

www.users.globalnet.co.uk/~wausie

www.barnsdle.demon.co.uk/hist

www.casebook.org

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