

OCR GCSE IN HISTORY B (MODERN WORLD) 1937

OCR GCSE (SHORT COURSE) IN HISTORY B (MODERN WORLD) 1037

**TEACHER SUPPORT: COURSEWORK GUIDANCE BOOKLET
INCORPORATING COURSEWORK ADMINISTRATION PACK**

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1 INTRODUCTION

This Coursework Guidance Booklet has been produced to support teachers preparing candidates for the OCR GCSE Modern World History specification (1937). It should be regarded as an addition to, rather than a replacement of, the Coursework Guide for syllabus 1607. Much of the advice and many of the assignments in the 1607 Guide are appropriate for this specification and many Centres will be able to continue with the assignments they have used for the 1607 syllabus. However, it is important to check this with a Coursework Consultant (see Section 10).

Further information about coursework can be obtained from the appropriate Coursework Consultant. Further information about the specification in general can be obtained from the GCSE History Subject Officer at OCR.

2 COURSEWORK REQUIREMENTS

2.1 COURSEWORK REQUIREMENTS FOR THE FULL COURSE

- (a) Candidates must complete two coursework assignments (25 marks each). These can be on one or two coursework units. The coursework units can be chosen from the following list:

Germany – the Rise of Hitler and Nazi Germany

Russia – the Bolsheviks, Lenin and Stalin

The USA – Boom, Bust and Recovery

China Under Mao, 1945-1976

South Africa – The Apartheid State and the Struggle Against it

Israel and Her Neighbours, 1945-1994

or can be devised by Centres. Centre-devised units must be comparable to those listed above. They can be based on any aspect of twentieth century history. Centre-devised units must be approved by a Coursework Consultant.

- (b) Assignment 1 should test Assessment Objective 1 (AO1) and should require candidates to consider the significance of an individual, development, factor, place or event.
- (c) Assignment 2 should test Assessment Objectives 2 and 3 (AOs 2 and 3) and should require candidates to complete a source-based investigation of an historical issue.
- (d) Each completed piece of coursework should be about 1 250 words in length. This figure is only a guide. It is expected that some candidates will write more and others will write less.
- (e) Candidates may not submit coursework on content which duplicates the content they have studied for the question papers.
- (f) Coursework should arise from the study of substantial areas of content within the coursework unit. The assignments must address issues which permit candidates to make use of their broad knowledge of the content of the unit. When coursework is submitted for moderation, Centres must, in addition, send one candidate's folder of class work on the chosen coursework unit. The work in this folder should demonstrate coverage of a substantial area of the content of the coursework unit.
- (g) Coursework must be marked using levels of response mark schemes. These mark schemes must relate to the appropriate assessment objective(s). The award of marks must be directly linked to these assessment objectives and, where appropriate, to the quality of the candidate's written communication.
- (h) Whilst no separate mark is to be awarded for quality of written communication, it should act as one of the criteria used to determine the place of a response within a level in coursework mark schemes. Further guidance is given in Section 7 - Marking Coursework.

2.2 COURSEWORK REQUIREMENTS FOR THE SHORT COURSE

These are the same as for the Full Course except:

- (a) Candidates must complete one coursework assignment (25 marks) on one coursework unit.
- (b) The assignment should test AO1 and should require candidates to consider the significance of an individual, development, factor, place or event.
- (c) The completed piece of coursework should be about 1 250 words in length. This figure is only a guide. It is expected that some candidates will write more and others will write less.

3 THE COURSEWORK UNITS

3.1 CHOICE OF UNITS

Centres may choose to set their coursework assignments on one or two coursework units. The units can be chosen from those detailed in the specification, or Centres can adapt those in the specification or write their own.

In the latter two cases, units should be comparable with those in the specification. This does not mean they have to be depth studies of 20-30 years in length as are most of those in the specification. It is possible to write other types of units, for example, a thematic study over a longer period of time such as ‘The Development of Civil Rights in the USA since the Second World War’ or a local study such as ‘Plymouth during the Second World War’.

Units must come from, or be related to, the twentieth century. They must not duplicate, in a substantial way, the content being covered by the candidates for the question papers. Units should be presented in the form of two or three Key Questions, each supported by a number of Focus Points. Centres writing their own units will find it useful to base the organisation of these units on those in the specification.

3.2 APPROVAL FOR CENTRE-DEvised UNITS

Centres writing their own units are required to have them approved by a Coursework Consultant (see Section 10). Details of the Coursework Consultant for each part of the country can be obtained from the OCR GCSE History Subject Officer. The consultants are attached to Centres for the two years of the course and are available to advise on any aspect of coursework.

3.3 SUGGESTIONS FOR CENTRE-DEvised UNITS

The following are examples of units that could be studied.

The causes of the First World War.

The First World War.

The changing roles of women in Britain, 1918–c.2000.

War and the development of medicine in the twentieth century.

The Home Front during the Second World War.

Britain in the 1950s and 60s.

Britain in the Second World War.

Britain and Ireland, 1960 to the present day.

Multicultural Britain in the second half of the twentieth century.

The achievement of independence in India.

The changing nature of warfare in the twentieth century.

The development of youth and pop culture in the second half of the twentieth century.

3.4 COVERAGE OF UNITS

If both assignments are based on one coursework unit, coverage of substantial parts of this unit will be expected. If the assignments are set on two different coursework units, coverage can be focused on areas that provide immediate context for the assignments. The total amount of time to be spent on coverage of the coursework unit(s) is expected to be between half and three quarters of a term. Candidates will struggle with assignments if they have not covered material that allows them to set the assignment into a broader context. When external moderation of coursework takes place, the Moderator will ask to see the class work of one candidate for the coursework unit(s).

4 ASSESSMENT OBJECTIVE 1 AND ASSIGNMENT 1

4.1 GENERAL POINTS

Coursework questions must test understanding and encourage explanation, analysis and judgement, as well as knowledge.

Questions must be open-ended. Questions that have a correct answer and test only knowledge should not be set. Questions should be used which allow for 'differentiation by outcome', i.e. they can be answered at a variety of different levels. Weak candidates should be able to provide answers at their level, but very good candidates should be able to respond to the same question at a much higher level.

4.2 APPROVAL FOR ASSIGNMENTS

This Coursework Guide contains off-the-peg assignments for some coursework units. These can be used as they are, or Centres can adapt them. Most of the assignments in the Coursework Guide that accompanied the previous syllabus, 1607, are still suitable. However, whether Centres are using the off-the-peg assignments or writing their own, approval for assignments must be obtained from a Coursework Consultant (see Section 10). Details of Coursework Consultants for each part of the country can be obtained from the OCR GCSE History Subject Officer. The consultants are attached to Centres for the two years of the course and are available to advise on any aspect of coursework.

4.3 ASSESSMENT OBJECTIVE 1

AO1 requires candidates to:

- (a) demonstrate the ability to recall, select, organise and deploy knowledge of the appropriate content;
- (b) communicate this ability through description, analysis and explanation of the events, people, changes and issues studied, and the key features and characteristics of the periods, societies or situations studied.

The first part of this assessment objective is concerned with knowledge and the ability to select and deploy information. Coursework assignments should not be targeted on this part of the assessment objective. However, it is fundamental. Without knowledge and the ability to use it, it is impossible to demonstrate attainment in this assessment objective.

Questions in coursework assignments should target the second part of this assessment objective: description, analysis and explanation. Candidates will only be able to demonstrate their ability in these areas by selecting, organising and deploying their knowledge.

This objective is primarily about historical analysis, explanation and judgement. Candidates should be clear that the questions they will be responding to do not have a 'right' answer.

Marks will be awarded for the ability to use what they know to support their own analyses, explanations and judgements.

4.3.1 The Standard Approach to Testing Assessment Objective 1

When constructing an assignment for AO1, the assessment objective needs to be considered alongside the specification requirement that the issue of significance should also be considered. This can lead to many different types of valid exercises.

Assessing the importance of an individual (or a group or organisation)

Was one individual more important or influential or successful than another?

How important or influential were the ideas, beliefs and actions of the individual?

In what ways did the individual contribute to certain events/developments?

Which was the more important, the short-term or long-term impact of the individual?

Would certain events/developments have happened without that individual?

How important was the individual in shaping events, compared with broader social, economic and cultural developments?

Analysing causation

How did causes contribute towards a particular outcome?

Was one cause more important than others?

How far were the causes equally important?

Did the causes contribute to the outcome in different ways, for example, short-term and long-term causes?

Were there different types of causes, for example, economic, social, political?

How did different causes combine and act together, for example, pre-conditions and triggers?

How important were individuals as causal factors?

Would the outcome have been different if one of the causes had been absent?

Analysing consequences

Why did certain consequences happen as a result of certain events/developments?

Were some consequences more important than others?

Were the consequences of a certain event/development the same for everyone?

Were the consequences those that were intended?

Were some consequences short-term and others long-term?

Analysing change

Is the pace of change constant?

Is change always the same as progress?

Can change benefit some people and, at the same time, harm others?

How far have, for example, a politician's aims or policies remained the same or changed?

Analysing continuity

Can old and new ideas exist together?

Can old ideas continue in some areas after they have been replaced elsewhere?

When change occurs, does everything change?

Can old ideas return after they have been replaced?

Analysing developments

What was the most important development during a particular period?

Analysing place

How important was a particular place or site in certain developments?

How and why has a site changed over time?

Analysing events

Why was a particular event important?

How far was a particular event a turning point?

Were some events more important than others?

Constructing assignments

Demonstrating knowledge of, for example, causes or changes is not demonstrating attainment in AO1. Questions need to focus on testing candidates' understanding through the construction of descriptions, analyses, explanations or judgements. A question on causation, for example, should test the candidate's understanding of the process of causation. Consider the following two questions:

- (a) *List five reasons why Hitler was able to come to power.*
- (b) *What was the most important reason for Hitler's rise to power by 1934?*

The first question might be said to test the first part of Objective 1, but it does not test the more important parts of the assessment objective. This question would make it impossible for a candidate to write an answer worthy of a high mark.

The second question requires candidates to demonstrate their understanding of the process of causation; make a judgement; support the judgement. This question does allow the candidate to show what (s)he can do in relation to the whole of AO1. Although the question focuses on explanation, analysis and judgement, the answer will still depend on the selection, organisation and deployment of knowledge.

However, the question might be too demanding for many students. It is made more accessible by being structured into a series of questions. Each question invites the candidate to investigate a different aspect of causation.

- 1 Explain how the Treaty of Versailles helped Hitler to become popular in Germany.
- 2 Which was the more important reason why Hitler did well in elections in the early 1930s, the economic depression or his personality and ability as a speaker?
- 3 It was the Enabling Law that allowed Hitler to dominate Germany by the end of 1934. Explain how far you agree with this statement.

These questions allow candidates to concentrate on one aspect at a time and will allow them to demonstrate greater understanding. When assignments are structured in this way, it is important to remember that the more demanding questions should be allocated more marks. In the example above, Questions 2 and 3 would both be allocated more marks than Question 1. It is possible to use the first part of a structured question to ask only for description. Where this is done, this part of the assignment should be given few marks.

4.3.2 The Empathetic Approach to Testing Assessment Objective 1

It is possible to explain and analyse the past through an understanding and examination of the attitudes, motives, values, feelings and beliefs of people. This can be done by concentrating on individuals such as Stalin, or on groups such as the working class or Communists. This approach is designed to encourage candidates to view past events and situations from the perspective of people who lived at the time rather than from the perspective of today. It is also important for candidates to realise that not everyone at a given time in the past shared the same motives, feelings, values and beliefs. Candidates should be required to explain the reasons for these differences.

Understanding the motives, values and feelings of people in the past cannot be achieved without knowledge of the historical context. Uninformed assertions will receive few marks.

The lowest level of performance will have some of the following characteristics.

- (a) An assumption that people in the past saw things in the same way as we do today. That they would have reacted to events and situations just as we today would react to them. A failure to understand that people in the past had a different way of looking at the world, different expectations and perceptions from us today.
- (b) Attitudes, feelings, values and motives are described rather than being used to explain why people acted as they did. Even worse – describing surface features of their lives without even touching on attitudes, values and motives.
- (c) An assumption that everyone at a given time in the past shared the same values, motives and beliefs.

There are several different ways of setting empathetic assignments.

The 'Imagine you are...' assignment

This type of assignment asks candidates to imagine they were a certain kind of person in the past, for example, *'Imagine you were an unemployed person in Germany in the late 1920s and early 1930s. Describe what life was like for you.'*

The drawback of this approach is that candidates often go off into flights of fancy and end up writing imaginative fiction which contains little history. Some of these assignments merely ask candidates to describe what life was like. In response to this, candidates are likely to fail to explain attitudes, beliefs, motives or values. If 'Imagine you are...' assignments are to work, they should ask candidates how they would have responded, for example, as an unemployed German, to the ideas and promises of the Nazis in the election campaigns. Such an approach will make it more likely that candidates will explain not only attitudes, motives, beliefs or values, but the reasons for them. However, the candidates might only consider one type of reaction. An improvement would be to ask about how different people would have reacted to the same events. The following assignment is suitable. Note how part (b) requires candidates to explain the reasons why different people would react in different ways.

- (a) *Imagine you are an unemployed German in the late 1920s and early 1930s. Explain how you would react to the ideas and promises of the Nazis.*
- (b) *Imagine you are a German Jew living at the same time. Explain why you would react in a different way to Nazi ideas and promises.*

The assignment based on a dilemma or a problem

This type of assignment is either:

- (a) based on difficult choices or dilemmas faced by people in the past, or
- (b) based on the idea that while people in the past may have behaved in ways, or held attitudes, which are difficult for us to understand today, they probably made sense at the time – indeed people at the time may have had little choice.

Both of these approaches can work well because they confront candidates with a problem which can only be solved through an understanding of the circumstances, attitudes and values of the time. They also encourage explanation, analysis and judgement rather than description. The question which follows provides an example of this.

Many different types of German people continued to support Hitler in the 1930s, despite the fact that the Nazis took away basic freedoms and persecuted several sections of German society. Why did many people continue to give Hitler their support?

The assignment based on stimulus material

This type of assignment is based on one or two historical sources. These can be written or pictorial sources. Candidates are asked to explain:

- (a) which person's, or which group's, views are represented in the source(s), or
- (b) why a certain person, or group, would have produced such a source, or
- (c) the likely audience for a particular source.

The following question is an example of this approach. It is based on two cartoons from the 1930s.

Study the two sources which follow. They are both German cartoons. Which one do you think was published by the Nazi Party, and which one was published by its opponents? Explain your answer.

5 ASSESSMENT OBJECTIVES 2 AND 3 AND ASSIGNMENT 2

5.1 ASSESSMENT OBJECTIVES 2 AND 3

AO2 requires candidates to demonstrate the ability to use historical sources critically in their context by comprehending, analysing, evaluating and interpreting them.

AO3 requires candidates to demonstrate the ability to comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

These two assessment objectives are very similar and are tested together in Assignment 2. Many of the sources used in this assignment are interpretations and representations. It is not necessary to show which questions within the assignment are testing AO2 and which are testing AO3. Nor does each assessment objective have to be given a certain weighting within the assignment. It is likely that most of the questions will be testing AO2. It is important therefore that AO3 is tested somewhere in the assignment.

5.1.1 Setting Questions on Historical Sources

There are four types of question that should be included in this assignment to test the candidates' ability to use historical sources. Examples of each of these types of questions are to be found below. All the questions should be followed by the instruction: 'Explain your answer using the source(s) and your knowledge.'

Questions requiring sources to be interpreted

These questions require candidates to demonstrate the ability to work out what sources mean, what impression they give, or what their message is. This involves going beyond the surface detail of a source and making inferences. It is possible to ask these questions about more than one source (for example, 'How far do these two sources agree about...?'). Normally, this type of question will appear later rather than earlier in an assignment, and will be allocated fewer marks than the other types of questions. Answers should be supported by reference to details in the source and to contextual knowledge.

What did the author of this source think about the Democrats' chances of success?

What does this source tell you about the reactions of Black South Africans to the apartheid legislation?

What was the cartoonist's opinion of Mao?

Do these sources show that it is easy to understand why the US government introduced prohibition?

Was the cartoonist supporting or criticising Hitler's policies?

How far do these two sources agree about the methods used by Haig?

What was the cartoonist trying to say about Lenin and Stalin?

What impression of Nelson Mandela is Source A meant to give?

How far do these two cartoons agree about the consequences of the Battle of the Somme?

Questions requiring candidates to extrapolate from sources

These questions require candidates to use the source and their knowledge of the context to explain something that goes beyond what the source actually tells us. This might be the possible author or purpose of a source. Contextual knowledge plays a more prominent part in the answers than it does for 'interpretation' questions. Answers must also be based on an understanding of the message of the source.

Why do you think this drawing was published in 1935?

How do you think people living in Nazi Germany would react to this poster?

Do you think the advertisement was aimed at people back in Britain or soldiers in the trenches?

Explain possible reasons why these two sources give different impressions of conditions in the trenches.

Do you think this textbook was written for American or Russian students?

Study these two sources. Which one comes from the USA and which one comes from the USSR?

Questions requiring candidates to evaluate sources

These questions require candidates to make judgements either about the reliability of sources or about the usefulness of sources. Sometimes the questions will ask about a single source, sometimes they will ask candidates to compare sources. It is important that candidates use the content of the source, the provenance of the source, and their contextual knowledge. Answers that evaluate sources by type, for example, primary sources are reliable or sources written by journalists cannot be trusted, gain few marks. Any evaluation of sources should be informed by knowledge.

Is one of these two sources more useful than the other?

*These two sources give different impressions of the effectiveness of the New Deal.
Does this mean that one of them is wrong?*

Does Source C show that Source D is wrong about Lenin?

How far does this source provide reliable evidence about what happened at Dunkirk?

In what ways would this source be useful to an historian studying the fall of minority rule in South Africa?

Do you trust Source C?

Do you believe what Source D says about Haig?

Do these two sources make it more, or less likely, that the Nazis planned the Reichstag Fire?

Which of these two sources is more useful as evidence about the role of women in the struggle against apartheid?

Questions requiring candidates to use all the sources to reach a conclusion

Assignment 2 should end with a question that asks candidates to reach an overall conclusion about the central issue raised by the sources. This conclusion should be based on a critical use of the sources. Such questions should be given more marks than the other questions. They can take different forms.

How far do these sources support the view that the British people were deliberately misled about what it was really like in the trenches?

What can you learn from these sources about the problems which face historians studying the Night of the Long Knives?

Here are two views about Haig's tactics and leadership:

Haig used the wrong tactics at the Battle of the Somme and needlessly sacrificed the lives of many British soldiers.

Haig used the accepted tactics at the time – there was little alternative. The Battle of the Somme did contribute towards the German defeat in the First World War.

Which of these two views is best supported by the sources?

5.1.2 Setting Questions on Interpretations and Representations

Some of the questions given above do cover AO3. The distinction between sources, and interpretations and representations, is very small. Many sources will be interpretations and representations of the past. However, there are some points which can be made about interpretations and representations that add to the range of issues and questions that can be addressed in this assignment. Coursework does present Centres with opportunities to use a wide range of different interpretations through a range of different media, for example, historical fiction, drama, TV (including popular programmes like *Blackadder*), film (including cartoons), museum displays and exhibitions, historical sites and their presentation in guide books, and web sites.

It is important to remember that Centres do not have to allocate a certain number of marks to each of AO2 and AO3. The important points to remember are that Assignment 2 is awarded 25 marks in total, and that both sources and interpretations and representations are included in the assignment.

Questions about interpretations and representations are designed to test candidates' understanding of the following points.

- (a) There is more than one way of viewing the past.
- (b) Accounts of the past differ for different reasons. These include their purpose, the intended audience, the background/views/interests of the author or artist, access to sources of evidence.
- (c) History can serve social and political purposes.
- (d) Interpretations combine fact and fiction, imagination, and points of view.
- (e) Interpretations are dependent on the evidence available.
- (f) How far can interpretations be supported by the available evidence?
- (g) How and why different interpretations have been created.

Candidates need to have studied the context of the people, events or issues being interpreted and represented. Interpretations and representations should be understood and evaluated. This cannot be done properly without contextual knowledge.

5.1.3 Ideas for Source Investigations

Assignment 2 should take the form of a source investigation of an historical issue or problem. A range of different types of sources, including interpretations and representations, should be used. These should include different types of written and pictorial sources. Other media such as film and TV should also be used where they are relevant. Normally, about eight to ten sources and between five and seven questions are sufficient.

Issues/problems for source investigations

The following list contains suggestions of types of issue/problems around which a source investigation can be constructed.

- (a) Investigating a real historical mystery, for example, 'Who was responsible for the Reichstag Fire?'
- (b) Investigating the character, ideas and achievements of an individual, for example, Stalin, Hitler or Mao. This approach will yield opportunities for comparing and evaluating different interpretations and representations.
- (c) Investigating whether life changed for the better or for the worse over a period of time, for example, from Tsarist to Communist Russia, before and after the introduction of majority rule in South Africa, in Weimar and Nazi Germany, or the development of civil rights in the United States.
- (d) Investigating how a ruler or a regime presented itself through the use of propaganda, and the truth behind the propaganda, for example, Nazi or Soviet propaganda. This approach yields opportunities to consider how and why different interpretations have been created.
- (e) Investigating an issue such as who should rule Palestine, who should govern in South Africa, or should Ireland be united through the perspective of the two sides.
- (f) Investigating motives, for example, why did Stalin carry out the purges?
- (g) Investigating historical sites, for example, evaluating how the First World War battlefields are presented to visitors.
- (h) Investigating exhibitions or historical recreations such as appear from time to time at museums or historical sites.
- (i) Investigating how different textbooks present individuals and events differently.
- (j) Investigating and evaluating how an individual or event is portrayed in a TV programme or film.

Constructing a source investigation

- (a) Choose an issue or problem that will interest the candidates. Make sure it is a topic for which there is a reasonable amount of source material easily available. Many recent textbooks contain a wealth of source material. Also make sure that there are different views and interpretations of the issue or problem.
- (b) The historical context of the issue or problem should be thoroughly covered in class.

- (c) A range of different types of sources, written and pictorial, should be collected. These might include private letters, newspaper reports, memoirs, extracts from history books, cartoons, posters, photographs and film. They should provide conflicting evidence and differing perspectives and points of view. Some should be from the time of the events, some from later. About eight to ten sources will be sufficient.
- (d) Between five and seven questions should be set. The final question will require candidates to reach a conclusion by using all the sources together. The other questions should include at least one example of each of the type of questions discussed earlier – interpretation, extrapolation and evaluation. Generally, interpretation questions come earlier rather than later in the assignment, and evaluation questions come later rather than earlier. But this does not always happen.
- (e) The questions should gradually become more demanding as you go through the assignment. This can be done by, for example, moving from interpretation questions to extrapolation questions and then to evaluation questions. It can also be done by using two or even three sources in the later questions. The early questions might be on just a single source. It is important to ensure that the later questions are more demanding in the sense that they give able candidates opportunities to reach higher levels. It must also be possible for weak students to be able to respond to all the questions at their much lower level.
- (f) The number of marks allocated to each question should reflect the demands made by the questions. The final question should carry the most marks. The assignment can be marked out of any total of raw marks. The total mark will need to be scaled to a mark out of 25. Many Centres find 50 marks a convenient number of marks to use for this assignment.
- (g) The questions, wherever possible, should use the sources in the order that the sources appear in the assignment.
- (h) ‘Levels of response’ mark schemes should be written for each question. Further guidance on this is provided in Section 7. Centres constructing their own source investigations might find it useful to consider the exemplar assignments in Section 9.

5.1.4 The Role of Contextual Knowledge in Answering Source Questions

Candidates should use their contextual knowledge when answering questions testing AOs 2 and 3. However, it is important that candidates understand how they should use their knowledge. Contextual knowledge should only be included in answers if it helps the candidate to say something better about the sources, ie it leads to a better interpretation of the source, a better extrapolation from the source, or a better evaluation of the source. Contextual knowledge should be used in the following ways.

- (a) Knowledge is useful in trying to interpret what a source is saying. When answering an interpretation question, candidates should use their knowledge, as well as the details in the source, to support and explain their interpretation.
- (b) In extrapolation questions, candidates will be asked, for example, to suggest the possible purpose, author or audience of a particular source. This requires the candidate to understand the source and then use contextual knowledge to work out who was likely to, for example, produce a source with that particular message. This knowledge should be used to explain the answer.

- (c) In evaluation questions, knowledge can be used in two ways. It can be used to check what the source is claiming, ie does what the candidate know about the topic agree with the claims made in the source? Additionally, knowledge can be deployed to make use of the provenance of the source. If the source has been produced by a particular person or organisation, the candidate might know something about them that throws light on the likely reliability of the source, for example, did the author have a purpose in writing what they have?

When working with sources, candidates should be encouraged to ask the following questions:

- What is the message of the source?
- Is the content or the message of the source supported by what I already know about the topic?
- How similar is the message of the source to that of other sources?
- Is there any reason to doubt the reliability of a source because of who wrote/drew it and their possible purpose?
- Even if the source is biased, in what ways is it still useful?

6 THE STRUCTURE OF ASSIGNMENTS

6.1 GENERAL POINTS

This is for each Centre to decide. An important factor is the range of ability of the candidates in each Centre. Generally, the less able the student, the more help they need to be given by structuring assignments. Both structured assignments and essays can be effective, but each has its advantages and disadvantages. The following points should be borne in mind when making a decision.

- (a) Structured assignments, organised into several questions each one dealing with a different issue, give candidates more guidance about what they have to do. They give candidates more direction and security by analysing a large question into its constituent parts.
- (b) Structured assignments that are over-structured can lead to a series of undemanding questions that only test low level skills. This will make it impossible for able candidates to reach high levels.
- (c) Essays work well with able candidates because they can cope with the extra demands being placed on their ability to organise, select and deploy information. Essays also allow able candidates greater freedom to explore their own ideas, produce more developed explanations, and to reach very high levels. Weaker candidates will often struggle with essays. They lose sight of the assessment objectives and write long passages of description or narrative.

6.2 THE ASSIGNMENTS

Assignment 1

Able candidates will be able to cope with essay questions and these will give them the freedom to take their answer in whatever direction they wish. However, it is still advisable to provide a list of issues/factors which should be covered in the essay. Other candidates will respond better if the assignment is sub-divided into two or three questions. This approach provides guidance while still leaving scope for extended writing and development of ideas. All the questions should be open-ended.

Assignment 2

Even the best candidates will find it daunting to attempt this assignment through one piece of extended writing. It is recommended that between five and seven questions are set for all candidates. Each of these questions will ensure that a particular skill is being tested. It is very difficult to include all these skills in a piece of extended writing responding to a single question. However, the final question will require the candidates to use all the sources together, show a range of skills, and reach an overall conclusion.

7 MARKING COURSEWORK

7.1 GENERAL GUIDANCE

The following points should be noted.

- (a) The assignments can be marked out of any number of raw marks. However, the mark for each assignment must be scaled to a mark out of 25 before the total for both is entered on the mark sheet.
- (b) Marking of coursework should be positive. Candidates should be rewarded for what they have shown they know, understand and can do. Marks should not be taken away for mistakes.
- (c) Marks should only be awarded for achievement in the relevant assessment objectives. Marks should not be awarded for other factors such as the neatness or the length of the work. Information about rewarding the quality of candidates' written communication can be found later in this section.
- (d) Candidates' work should be marked using levels of response mark schemes. Guidance about these is given later in this section. A mark scheme should be produced for each question within each assignment. All teachers marking the same questions must use the same mark scheme.
- (e) It is important to indicate, on the candidates' work, where and why a certain level and mark have been awarded. This should be done by indicating which part of the answer reaches the level awarded. This can be supported by brief comments.
- (f) Marking criteria for coursework can be found in Section 11. These are not mark schemes. They should be used as a point of reference when writing mark schemes and when carrying out internal moderation within Centres. A candidate's piece of work should demonstrate the qualities listed in the marking criteria for the band that covers the mark achieved by the candidate.
- (g) It is the Centre's responsibility to place all candidates in a correct rank order. When the marking of coursework has been completed by more than one teacher, internal moderation should take place. This involves the teachers who have marked the work meeting, sampling and checking the marked work. This is to ensure that all teachers have been marking to the same standard. If it is found that a teacher has been generous or mean compared to the general standard, the marks awarded by that teacher should be adjusted for all candidates marked by that teacher.
- (h) Centres' marking of coursework is moderated by OCR Moderators.

7.2 LEVELS OF RESPONSE MARK SCHEMES

Centres are required to mark coursework using levels of response mark schemes.

7.2.1 Why Levels of Response Mark Schemes are Used

There are two reasons why levels of response mark schemes are used.

- (a) They allow what candidates understand and can do to be rewarded as well as what they know.
- (b) They allow a wide range of responses to be rewarded in a positive way.

7.2.2 What is a Levels of Response Mark Scheme?

A separate mark scheme should be constructed for each question. Each mark scheme consists of a number of levels. Each level represents a different level of answer to be expected from the candidates. Each one reflects a level of skill or understanding ranging from the simplest to the most complex. These levels are set out in order. The lowest level will be Level 1, and will appear first. The highest level will appear last.

Each level has a band of marks attached to it. A candidate answering at, for example, Level 2 will be given a mark from within the band of marks attached to that level. If the answer is a good answer within that level, it will be given the top mark in the band. A poor answer will be given the bottom mark in the band.

7.2.3 Constructing a Levels of Response Mark Scheme

The levels reflect the different levels of answer expected from the candidates. Mark schemes can be written after the candidates have completed the assignment. This allows their answers to be sampled and to be used to identify the different levels of response.

Note the following question.

The following were all equally to blame for the outbreak of war in Europe in 1939:

- (i) *German hatred of the Treaty of Versailles;*
- (ii) *the policy of appeasement;*
- (iii) *the Nazi-Soviet Pact.*

Do you agree with this statement? Refer in your answer to (i), (ii) and (iii).

The answers from candidates might fall into one of the following categories.

- (a) Answers that show little knowledge of the historical events but state a valid point about causation in general, for example, some causes are more important than others. These candidates fail to illustrate and explain these claims through knowledge of the causes in the list. These answers form Level 1 in the mark scheme.

- (b) Answers that describe the causes, but do not explain how they acted as causal factors. These candidates might, for example, describe how Germans hated the Treaty of Versailles, but fail to explain how this contributed to the outbreak of war. If one cause is described in this way, the bottom mark in the level will be awarded. These answers form Level 2 in the mark scheme.
- (c) Answers that explain how one or more of the causes contributed to the outbreak of war. These answers provide causal explanations but they fail to compare the importance of the different factors in the list. Each factor is written about separately. These answers form Level 3 in the mark scheme.
- (d) Answers that compare at least two of the factors in the list and explain why one was more important than the other. If all three factors are compared, the answer will receive the top mark in the level. These answers form Level 4 in the mark scheme.
- (e) Answers that explain that you cannot say that one cause is more important than the others because they are all inter-connected or they are all necessary to cause the war in 1939. These arguments must be supported by knowledge of the period. These answers will form Level 5 of the mark scheme.

These answers lead to the following mark scheme being constructed.

Level 1 Unsupported assertions (1-2 marks)

These answers make a valid statement about the factors in the list, or about causation in general, but are not supported.

Level 2 Describes the factors (2-4 marks)

These answers describe the factors, but fail to explain how they contributed to the outbreak of war.

Level 3 Explains how one or more factors contributed to the outbreak of war (5-7 marks)

These answers provide causal explanations but fail to compare the importance of the factors.

Level 4 Compares the factors (8-9 marks)

These answers compare the importance of the factors.

Level 5 Explains how the factors are inter-connected (9-10 marks)

7.2.4 Using a Levels of Response Mark Scheme

First, the answer is matched to the most appropriate level descriptor. Only after this is done are marks awarded to the answer. There are a number of criteria to take into account when placing an answer within a level. These will differ depending on whether the assignment is testing AO1 or AOs 2 and 3. It is not necessary for candidates to cover all the levels in a mark scheme. Good candidates will go straight to the top level, while others might gradually work their way up through the levels in their answer. Candidates are placed in the highest level their answer reaches.

7.3 ASSESSING WRITTEN COMMUNICATION

Written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.

The quality of candidates' written communication is assessed in coursework. It should be assessed in one assignment only. The more appropriate assignment for this will normally be Assignment 1 as this is where candidates have most opportunity to produce some extended writing.

The mark scheme that is submitted to the Coursework Consultant must indicate clearly, at the beginning, the question or sub-question in which quality of written communication is to be assessed.

No separate marks are allocated for written communication. Instead, the quality of written communication is one of the criteria used to decide whether an answer should be at the top, the middle, or the bottom of the range of marks in a level. As mentioned above, there will be other criteria to be taken into account when deciding where within a level an answer should be placed. It is important to note that answers cannot be awarded a mark that falls outside the mark range for the level in which they have been placed.

Centres using structured exercises for Assignment 1 should reward written communication in one of the sub-questions. This will normally be the final one as this is where candidates are usually encouraged to write the longest answers.

Answers that demonstrate the following qualities might be moved up within the level:

Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

Answers that **fail** to demonstrate the following qualities might be moved down within a level:

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist term appropriately.

When an answer is moved up or down within a level because of the quality of written communication, some indication should be given of this on the script, for example, a +1 or a -1.

8 QUESTIONS YOU MIGHT WANT TO ASK

- **Do all my candidates have to do the same assignments?**

No, but if you have a large number of candidates it would be difficult to do it any other way. A Centre's main responsibilities are to set assignments that cover the assessment objectives and to place the candidates in the correct rank order after marking their coursework. If different assignments are used, both of these tasks become harder. Setting many different assignments, all of which cover the assessment objectives, is not easy. Nor is it easy to ensure that they are all comparable in terms of the demands they are making on the candidates. It is possible to give candidates a choice between two alternatives, but anything more than this will create a lot of extra work for teachers.

- **Does my coursework assignment have to cover all of the coursework unit?**

No. The teaching of the coursework unit must ensure that substantial elements are covered (otherwise candidates will not be adequately prepared for the assignment), but the assignment can be on just one aspect of the unit.

- **When do I have to send my assignments to a Coursework Consultant for approval?**

This can be done at any time during the course. It depends when your candidates are going to be set coursework. We recommend that you write to the Consultant at least six weeks before you start teaching the coursework unit.

- **When should candidates complete their coursework?**

This is entirely up to each Centre. There are three factors to bear in mind. First, where does your coursework unit fit in with the rest of the course chronologically? There are advantages in teaching as much of the course as possible in chronological order. Second, it is not a good idea to set coursework at the beginning or at the end of the course. Third, take into account when other subjects are setting GCSE coursework. Candidates should not be given coursework in a number of different subjects at the same time. Heads of subject departments might want to get together to ensure that the setting of coursework is staggered.

- **How much help should I give candidates on their coursework?**

It is important that the completed coursework is the candidate's own work. Assignments can be introduced and explained in class, and sources can be read through together. However, once candidates have started on the work, they are on their own. Under no circumstances should they hand in rough drafts of answers to be corrected. One way of helping candidates is to give them exercises on different topics but similar in type to the ones you will be using as coursework assignments.

- **Does coursework have to be completed under supervision in school?**

No, coursework can be completed in school or at home. It is usual practice to allow candidates to start the work in class and then to allow them to use several homework sessions to complete it. However, the teacher must be confident that the finished work is genuinely the work of the candidate. Some Centres set one piece of coursework under controlled conditions as a control. When work is completed in class, it should not be done under examination conditions. Candidates should be given access to notes, books and any other relevant materials.

- **Are candidates penalised for going over the recommended number of words?**

No, many candidates go over the recommended number of words and there is no penalty. However, it should be remembered that one of the skills in AO1 is the ability to select and deploy what is relevant. If a piece of coursework contains large amounts of irrelevant material, then this should be taken into account when awarding marks. It is quite possible, however, for candidates to exceed the recommended number of words without using irrelevant material. Many candidates will need to go beyond the recommended number of words because they find it difficult to be concise. Candidates who write full, but concise answers, should be rewarded.

9 EXEMPLAR ASSIGNMENTS AND MARK SCHEMES

9.1 INTRODUCTION

Assignments and mark schemes are provided for a number of coursework units. They can be used as they are or Centres might wish to amend them. The mark schemes may well need to be amended in the light of candidates' responses. Centres do not have to use these assignments; they may write their own.

It should be noted that there are assignments and mark schemes for the unit on South Africa in the specification booklet (Assignment 2 is about Sharpeville). Centres might find it useful to refer to the Coursework Guide for the old 1607 syllabus where there are a number of assignments for Objective 1, and the following assignments for Objectives 2 and 3:

- Nazi Germany – Who was responsible for the Reichstag Fire?
- Russia – Stalin: man or monster?
- The USA – Was the New Deal a success?
- China – The Cultural Revolution: Success or failure?
- Israel and her Neighbours – Who was to blame for the Six Day War?

9.2 ASSIGNMENT 1: ASSESSMENT OBJECTIVE 1

9.2.1 Written Communication

When marking part (c) questions, answers should first be placed in the appropriate level. The quality of the candidate's written communication is one of the criteria to be used when deciding whether to place the answer at the bottom, the middle, or the top of the range of marks within that level. For more information about assessing written communication see Section 7.

9.2.2 The First World War

(a) Explain how the Schlieffen Plan was meant to work. [7]

(b) Why did a stalemate develop on the Western Front? [8]

(c) The following were equally important reasons why the stalemate on the Western Front was finally broken:

new technology like the tank

the American entry into the war

the blockading of German ports

the German offensive in March 1918.

Explain how far you agree with this statement. [10]

Mark Scheme

- (a) Level 1 Answers that consist of disconnected facts about the Schlieffen Plan, or make general statements about the plan with no supporting detail. (1-2)
- Level 2 Answers that describe the Plan but fail to explain how it was meant to achieve its main objectives. (3-5)
- Level 3 Answers that explain how it was meant to achieve its main objectives. (6-7)
- (b) Level 1 Describes events rather than producing a causal explanation, or identifies reasons without explaining them. (1-3)
- Level 2 Explains one reason. (4-5)
- Level 3 Explains more than one reason. (6-8)
- (c) Level 1 Unsupported assertions. (1-2)
- Level 2 Describes the reasons rather than explaining them. (3-5)
- Level 3 Explains one reason. (5-6)
- Level 4 Explains several reasons but no comparison. (6-8)
- Level 5 Compares importance of reasons and explains why one more important. (8-9)
- Level 6 Explains how causes were inter-connected. (9-10)

9.2.3 Nazi Germany

- (a) Explain the nature and purpose of the 'Hitler Youth' movement. [7]
- (b) Explain the reasons for Nazi policies towards women. [8]
- (c) 'The most important reason why there was little opposition in Germany towards the Nazi regime was its use of propaganda.' Explain how far you agree with this statement. [10]

Mark Scheme

- (a) Level 1 Answers that consist of disconnected facts about the Hitler Youth movement, or make general statements about it which have no supporting detail. (1-2)
- Level 2 Answers that describe the Hitler Youth movement. (2-4)
- Level 3 Answers that explain either nature or purpose. (4-6)
- Level 4 Answers that link nature and purpose. (6-7)
- (b) Level 1 Describes policies rather than producing a causal explanation, or identifies reasons without explaining them. (1-3)
- Level 2 Explains one reason. (4-5)
- Level 3 Explains more than one reason. (6-8)
- (c) Level 1 Unsupported assertions. (1-2)
- Level 2 Describes the reasons rather than explaining them. (3-5)
- Level 3 Explains one reason. (5-6)
- Level 4 Explains several reasons but no comparison. (6-8)
- Level 5 Compares importance of reasons and explains why one more important. (8-9)
- Level 6 Explains how causes were inter-connected. (9-10)

9.2.4 The USA

- (a) Explain the main features of the New Deal. [7]
- (b) Explain why Roosevelt introduced the New Deal. [8]
- (c) 'The New Deal was not a complete success.' Explain how far you agree with this statement. [10]

Mark Scheme

- (a) Level 1 Answers that consist of disconnected facts about the New Deal, or make general statements about it which have no supporting detail. (1-2)
- Level 2 Answers that describe the New Deal. (2-4)
- Level 3 Answers that explain features of the New Deal (4-6)
- Level 4 Answers that link details to overall aims. (6-7)
- (b) Level 1 Describes policies rather than producing a causal explanation, or identifies reasons without explaining them. (1-3)
- Level 2 Explains one reason. (4-5)
- Level 3 Explains more than one reason. (6-8)
- (c) Level 1 Unsupported assertions. (1-2)
- Level 2 Describes the results of the New Deal (3-5)
- Level 3 Explains why either a success or a failure. (5-6)
- Level 4 Explains both. (6-8)
- Level 5 Explains both and reaches a supported conclusion. (9-10)

9.2.5 Russia

(a) Explain Trotsky's contribution to the success of the Bolsheviks up to 1922. [7]

(b) Explain why Stalin, and not Trotsky, emerged as Lenin's successor. [8]

(c) The following were equally important reasons why Stalin was able to hold on to power in the Soviet Union:

the purges and show trials

the secret police

propaganda and the cult of personality

Stalin's economic policies.

Explain how far you agree with this statement. [10]

Mark Scheme

- (a) Level 1 Answers that consist of disconnected facts about Trotsky, or make general statements about him which have no supporting detail. (1-2)
- Level 2 Answers that describe what he did but fail to explain how he helped the Bolsheviks to succeed. (3-5)
- Level 3 Answers that explain how he helped the Bolsheviks to succeed. (6-7)
- (b) Level 1 Describes events rather than producing a causal explanation, or identifies reasons without explaining them. (1-3)
- Level 2 Explains one reason. (4-5)
- Level 3 Explains more than one reason. (5-6)
- Level 4 Explains reason(s) for both Stalin and Trotsky. (7-8)
- (c) Level 1 Unsupported assertions. (1-2)
- Level 2 Describes the reasons rather than explaining them. (3-5)
- Level 3 Explains one reason. (5-6)
- Level 4 Explains several reasons but no comparison. (6-8)
- Level 5 Compares importance of reasons and explains why one more important. (8-9)
- Level 6 Explains how causes were inter-connected. (9-10)

9.2.6 China

- (a) Explain the nature and purpose of 'The Hundred Flowers Movement'. [7]
- (b) Explain why Mao launched the Cultural Revolution. [8]
- (c) 'The Cultural Revolution was a complete disaster for China.' Explain how far you agree with this statement. [10]

Mark Scheme

- (a) Level 1 Answers that consist of disconnected facts about the Movement, or make general statements about it which have no supporting detail. (1-2)
- Level 2 Answers that describe the Hundred Flowers Movement. (2-4)
- Level 3 Answers that explain the nature or purpose of the Movement. (4-6)
- Level 4 Answers that link nature and purpose. (6-7)
- (b) Level 1 Describes the Cultural Revolution rather than producing a causal explanation, or identifies reasons without explaining them. (1-3)
- Level 2 Explains one reason. (4-5)
- Level 3 Explains more than one reason. (6-8)
- (c) Level 1 Unsupported assertions. (1-2)
- Level 2 Describes the results of the Cultural Revolution. (3-5)
- Level 3 Explains why either a success or a failure. (5-6)
- Level 4 Explains both. (6-8)
- Level 5 Explains both and reaches a supported conclusion. (9-10)

9.3 ASSIGNMENT 2: ASSESSMENT OBJECTIVES 2 AND 3

9.3.1 The First World War

FIELD MARSHALL HAIG: 'THE BUTCHER OF THE SOMME'?

Read the background information and the sources, and then answer all the questions.

Background Information

By the summer of 1916, there had been stalemate on the Western Front for one and a half years. No one knew how to break the deadlock. At the end of 1915, Field Marshall Haig was appointed as commander-in-chief of the British forces on the Western Front.

Haig decided to begin a major attack along the line of the River Somme. He hoped this would help the French who were under heavy attack from the Germans at Verdun. On 1 July 1916, British troops went over the top and the Battle of the Somme had started. The battle lasted for five months and the Allies lost 620,000 men – most of them British. The German lines had not been broken. In fact, only a few miles had been gained. However, the pressure on Verdun had been lifted.

There has been much disagreement about Haig and the Battle of the Somme. Was he a 'butcher' who sent hundreds of thousands of men to their deaths unnecessarily, or did the Battle of the Somme achieve something?

Sources

SOURCE A

The nation must be taught to bear losses. No amount of skill on the part of the higher commanders, no training, however good, on the part of the officers and men, no superiority of arms and ammunition, however great, will enable victories to be won without the sacrifice of men's lives. The nation must be prepared to see heavy casualty lists.

Written by Haig in June 1916.

SOURCE B

The men are in splendid spirits. Several have said that they have never before been so instructed and informed of the nature of the operation before them. The barbed wire has never been so well cut, nor the artillery preparation so thorough. All the commanders are full of confidence.

Very successful attack this morning. All went like clockwork. The battle is going very well for us and already the Germans are surrendering freely. The enemy is so short of men that he is collecting them from all parts of the line. Our troops are in wonderful spirits and full of confidence.

Both these extracts were written by Haig. He wrote the first extract the day before the attack began, and the second extract is from his report on the first day of the attack

SOURCE C

Hundreds of dead were strung out on the barbed wire like wreckage washed up on a high water mark. Quite as many died on the enemy wire as on the ground. It was clear that there were no gaps in the wire at the time of the attack. The Germans must have been reinforcing the wire for months. It was so thick that daylight could barely be seen through it. How did the planners imagine that Tommies would get through the wire? Who told them that artillery fire would pound such wire to pieces? Any Tommy could have told them that shell fire lifts wire up and drops it down, often in a worse tangle than before.

From an interview, years after the battle, with Private George Coppard.

SOURCE D



A still from the TV series 'Blackadder Goes Forth'. It shows two officers discussing an imminent attack on the Germans.

SOURCE E



Major-General: (addressing the men before practising an attack behind the lines). *“I want you to understand that there is a difference between a rehearsal and the real thing. There are three essential differences: first, the absence of the enemy. Now (turning to the Regimental Sergeant-Major) what is the second difference?”*. Sergeant-Major: *“The absence of the General, Sir.”*

A cartoon from a British magazine published in February 1917.

SOURCE F

Haig was as stubborn as a donkey and as unthinking as a donkey. The principle that guided him was if he could kill more Germans than the Germans could kill his men, then he would at some time win the war. That is an appalling kind of strategy. It is not a strategy at all, it's slaughter. The Somme was criminal negligence. He knew he had no chance of a breakthrough but still sent men to their deaths.

From a recent book called 'British Butchers and Bunglers of World War'.

SOURCE G

If the Battle of the Somme had no great importance in the strategic sense, its consequences nevertheless were great, particularly as regards morale. It gave the Western Powers confidence. Their armies had accomplished an achievement that gave good promise for the future. The confidence of the German troops in victory was no longer as great as before. A great part of the best, most experienced and most reliable officers and men were no longer in their places. This was the more marked as the heavy losses had made it necessary to send to the front a great number of young soldiers whose training was poor.

From the German Official History of the First World War, published in the 1930s.

SOURCE H

Germany's spirit of resistance was broken, mainly by the courage and resolution of Haig's armies, which had complete confidence in the leadership of their Commander. They were inspired by his determination, for he never wavered from his purpose of breaking down the powers of resistance of the enemy, both morally and physically. Had Haig not had the moral courage to shoulder the main burden of the struggle in the Somme battles of 1916, French resistance would have crumbled. Haig was one of the main architects of the Allied victory.

Written by a British general in 1973. He fought in both world wars.

SOURCE I

I can say that the heartening news of the last few days has confirmed our hopes that the tide has now definitely turned in our favour. I congratulate you most warmly on the skill with which your plans were laid.

Lloyd George writing to Haig on 21 September, 1916, after visiting the battlefield. Lloyd George was Secretary for War at the time of the Somme.

SOURCE J

When the Battle of the Somme was being fought, I travelled the front from Verdun to Ypres. I drove through squadrons of cavalry. I expressed my doubts to General Haig as to whether cavalry could ever operate successfully on a front bristling for miles with barbed wire and machine guns.

It was not responsible for the failure of the German effort to capture Verdun. This offensive was already a failure. It is claimed that the Somme destroyed the old German army by killing its best officers and men. It killed off far more of our best. Had it not been for the stupidity of the Germans in provoking a quarrel with America, the Somme would not have saved us from a stalemate.

Lloyd George in his War Memoirs, written in the 1930s.

Questions

When you answer the questions you must use your knowledge to help you interpret and evaluate the sources. In each question, you must use the sources mentioned, but you can use any other sources if they are helpful.

- (a) Study Sources A and B.

How far does Source A prove that Haig did not care about the lives of his men? [7]

- (b) Study Sources B and C.

Which one of these two sources do you trust more? [8]

- (c) Study Sources D and E.

These two sources are not about Haig and the Battle of the Somme. How far do you agree that they have no use for the historian studying Haig and the Battle of the Somme? [7]

- (d) Study Sources F, G and H.

Do Sources G and H prove that Source F is wrong? [9]

- (e) Study Sources I and J.

Why do you think that Sources I and J differ about the Battle of the Somme? [7]

- (f) Study all the sources.

‘Haig was an uncaring general who sacrificed the lives of his soldiers for no good reason.’
How far do these sources support this view? [12]

Mark Scheme

- (a) Level 1 Surface use of Source A. (1)
- Level 2 Valid inferences about Haig's attitude from Source A. (2)
- Level 3 Supported inferences about Haig's attitude from Source A. (3-4)
- Level 4 Uses Source B to evaluate Source A. (5-6)
- Level 4 Evaluates Source A in terms of its purpose. (5-6)
- Level 5 Both types of Level 4. (7)
- (b) Level 1 Simplistic evaluation – evaluating sources by type, for example, reliable because written at the time. (1-2)
- Level 2 Content of one source used to show the other is wrong. (2-4)
- Level 3 Purpose or access to information of authors explained. (4-6)
- Level 4 Explains ways in which both can be trusted. (6-7)
- Level 5 Cross-references to other sources or to contextual knowledge to evaluate. (7-8)
- (c) Level 1 Agrees they are no use. (1-2)
- Level 2 General claims that they tell us things about the war. (3-4)
- Level 3 Explains how one source is relevant to Haig and the battle. (5-6)
- Level 4 Explains how both sources are relevant to Haig and the battle. (7)
- (d) Level 1 Unsupported assertions. (1-2)
- Level 2 Simple evaluation of sources on basis of their type, for example, biased because German – not explained. (3-4)
- Level 3 Evaluates F by itself – by tone or by cross-reference. (5-6)
- Level 4 Evaluates G and/or H to pass judgement on F. (7-8)
- Level 5 Evaluates F and G/H. (9)

- | | | | |
|-----|---------|--|--------|
| (e) | Level 1 | Unsupported assertions. | (1-2) |
| | Level 2 | Answers based on access to information. | (3-4) |
| | Level 3 | Answers based on different perspectives. | (4-5) |
| | Level 4 | Answers based on Lloyd George's purpose. | (6-7) |
| (f) | Level 1 | Answers not using the sources. | (1-3) |
| | Level 2 | Answers using the sources to support one side. | (4-6) |
| | Level 3 | Answers using the sources to support both sides. | (6-8) |
| | Level 4 | As for Level 3, with a supported conclusion. | (8-10) |

Three additional marks can be awarded to Levels 2-4 for evaluation of the sources. Total mark cannot exceed 12.

9.3.2 Nazi Germany

WHY DID KRISTALLNACHT TAKE PLACE?

Read the background information and the sources, and then answer all the questions.

Background Information

On 7 November 1938, Ernst von Roth, an official in the German Embassy in Paris, was shot dead by a young Polish Jew who was seeking revenge for the mistreatment of his parents by the Nazis. On 9 November, Jewish homes, businesses and synagogues were attacked all over Germany. Ninety-one Jews were killed and over two thousand were arrested and taken to concentration camps. These events were called 'Kristallnacht'.

The Nazis claimed that Kristallnacht was spontaneous rioting by the German people. Other evidence suggests that it was ordered by Hitler. Another theory is that Goebbels planned it to help him in his power struggle within the Nazi Party.

Sources

SOURCE A

The Party leaders were at dinner in Munich on 9 November when an officer came in and whispered something to Goebbels, who turned and muttered to Hitler. Fritz Hesse could hear Goebbels explaining about a mass attack which he and the SA were going to launch against synagogues and Jewish shops in a few hours' time. There was no doubting Hitler's approval. Hesse recalled that 'Hitler squealed with delight and slapped his thigh with enthusiasm'. It was clear that Goebbels, who at this time was out of favour with Hitler, was trying to win back Hitler's support.

A summary by an historian of Fritz Hesse's account of a dinner on the evening of 9 November. Hesse wrote his account in 1954. He was a journalist who worked for the Nazis.

SOURCE B

Dr Goebbels told the Party leaders at a social evening in Munich on 9 November that there had been anti-Jewish demonstrations in parts of Munich during which Jewish shops had been demolished and synagogues set on fire. The Fuhrer, at Goebbels' suggestion, had decided that such demonstrations were not to be organized by the Party, but neither were they to be discouraged if they started spontaneously.

From a secret report prepared by the Nazi Party Supreme Court after the events of Kristallnacht.

SOURCE C

The shattering of shop windows which began on 10 November was described by the Nazi press as 'a spontaneous wave of anger, as a result of the cowardly Jewish murder of von Roth in Paris'. However, when viewing the ruins and the violence, all of the local crowds were obviously horrified by the Nazis' acts.

According to one reliable source, the violence was carried out by SS men and Stormtroopers not in uniform. They had been provided with hammers, axes and fire bombs. No attempts were made to put out the fires, the activity of the fire brigade being confined to spraying water on adjoining buildings.

The most hideous part of the so-called 'spontaneous' action was the arrest and transportation to concentration camps of male German Jews. The slightest sign of sympathy for the Jews from the public caused fury amongst the Nazis.

An account by David Buffman, the American Consul in Leipzig. He wrote this account at the time from what he had seen himself and from interviews he carried out.

SOURCE D

Already for a few weeks there had been signs of unrest amongst the masses. Notices reading 'Jews not wanted' appeared in various shops and cinemas. In the countryside conditions were worse still. Acts of terror forced Jews to sell their belongings and go away.

A description of events in the weeks before Kristallnacht, written in November, 1938, by a German Jew.

SOURCE E

I feel the need to present to you a true report of the recent riots, plunderings and destruction of Jewish businesses, houses and synagogues. Most German people have nothing to do with these riots and burnings. The police supplied SA men with axes, housebreaking tools and ladders. A list of the names and addresses of all Jewish shops and flats was provided.

This note was signed 'A Civil Servant', and was sent on 12 November, 1938, to the British Consul in Cologne, Germany.

SOURCE F



A cartoon about Kristallnacht, published in a Russian newspaper on 10 November, 1938. The figure at the top is Tsar Nicholas II who had encouraged attacks against Jews during his reign (1894-1917). He and his family were murdered by Communists in 1918. He is saying to the Nazi, 'Attacking the Jews did not do me any good, my Fascist friend'.

SOURCE G



A cartoon about Kristallnacht, published in a British magazine on 30 November, 1938. The woman represents the German people. The man in uniform represents the Nazis.

SOURCE H

I was making every effort in connection with the Four-Year Economic Plan. I had, in the course of speeches to the nation, been asking for every old toothpaste tube, every rusty nail, every bit of scrap material to be collected and used. Goebbels was not responsible for the economy. It was not acceptable to me that he should upset my difficult economic tasks by destroying so much Jewish property of economic value and by causing so much disturbance in economic life. Hitler made some apologies for Goebbels, but on the whole he agreed that such events must not be allowed to take place.

Goering's account of a conversation with Hitler about Kristallnacht. Goering gave this account during his trial for war crimes at Nuremberg in 1945-6. Goering was in charge of Nazi rearmament policies.

SOURCE I

Kristallnacht was terrible. The people responsible have destroyed everything for me like elephants in a china shop, and much worse. I had the great hope that I was about to come to an understanding with France. And then this happened!

Hitler speaking to Frau Troost shortly after Kristallnacht. This conversation was reported by Frau Troost in 1971 in an interview with an historian researching a book about Hitler. Frau Troost's husband was one of Hitler's favourite architects.

When you answer the questions, you must use your knowledge to help you interpret and evaluate the sources. In each question you must use the sources mentioned, but you can use any other sources if they are helpful.

Questions

- (a) Study Sources A and B.

Which of these two sources would an historian studying Kristallnacht find the more useful? [7]

- (b) Study Source C.

What impression of Kristallnacht does Source C give? Explain your answer. [6]

- (c) Study Sources C, D and E.

Do Sources D and E make it more, or less likely, that the account given in Source C is accurate? [9]

- (d) Study Sources F and G.

How similar are the messages of these two cartoons? Explain your answer with reference to the details of the cartoons. [8]

- (e) Study Sources H and I.

How far does Source I prove that Goering was telling the truth in Source H? [8]

- (f) Study all the sources.

'Kristallnacht was a spontaneous event by the German people.' How far do these sources support this claim? [12]

Mark Scheme

- (a) Level 1 Unsupported assertions. (1-2)
- Level 2 Answers based on source type – for example, not useful because written later. (2-3)
- Level 3 Answers based on the information in the sources. (4-5)
- Level 4 Uses provenance of source in an informed way to explain why useful. (5-6)
- Level 5 Uses provenance of both sources in an informed way to compare usefulness. (6-7)
- (b) Level 1 Answers based on the Nazi view of Kristallnacht. (1-2)
- Level 2 Unsupported inferences about Kristallnacht from Source C. (3-4)
- Level 3 Supported inferences about Kristallnacht from Source C. (5-6)
- (c) Level 1 Unsupported assertions. (1-2)
- Level 2 Simple evaluation of sources by type, for example, biased because by a German Jew. (3-4)
- Level 3 Evaluates Source C by itself – by tone or cross-reference. (5-6)
- Level 4 Evaluates D and/or E to pass judgement on C. (7-8)
- Level 5 Evaluates C and D/E. (9)
- (d) Level 1 Describes cartoons rather than interpreting them. (1-2)
- Level 2 Valid interpretation of one cartoon – not supported. (2-3)
- Level 3 Comparison of interpretations of two cartoons – not supported. (3-4)
- Level 4 Supported interpretation of one cartoon. (5-6)
- Level 5 Comparison of interpretations of cartoons – supported. (7-8)

- | | | | |
|-----|---------|--|--------|
| (e) | Level 1 | Unsupported assertions. | (1-2) |
| | Level 2 | Simple evaluation of sources by source type. | (3-4) |
| | Level 3 | Evaluates H by itself. | (5) |
| | Level 4 | Evaluates I to pass judgement on H. | (6-7) |
| | Level 5 | Evaluates H and I. | (8) |
| (f) | Level 1 | Answers not using the sources. | (1-3) |
| | Level 2 | Answers using the sources to support one side. | (4-6) |
| | Level 3 | Answers using the sources to support both sides. | (6-8) |
| | Level 4 | As for Level 3, with a supported conclusion. | (8-10) |

Three additional marks can be awarded to Levels 2-4 for evaluation of the sources. Total mark cannot exceed 12.

9.3.3 The USA

WAS PROHIBITION BOUND TO FAIL?

Read the background information and the sources, and then answer all the questions.

Background Information

In 1920, Prohibition came into effect across the United States. The making, selling and transporting of alcohol were banned. Thousands of illegal stills and millions of gallons of wine and spirits were destroyed. Prohibition also, however, led to vast increases in organised crime. In 1933, it was clear that Prohibition had failed and it was brought to an end nationally, although a few states continued with their own ban on alcohol. Was the failure of Prohibition inevitable?

Sources

SOURCE A

Historians disagree about what was mainly responsible for the introduction of Prohibition. By 1917, twenty-three states had already introduced a ban on alcohol. Among possible explanations we must include the bad influence of saloons, the wartime concern for preserving grain for food, feelings against the German-Americans who were important in brewing and distilling, and the influence of the Anti-Saloon League at a time when large numbers of men were absent in the armed forces. Most important of all was the moral fervour inspired by the 'War to Make the World Safe for Democracy'.

But whatever the causes of Prohibition, there can be little disagreement about its consequences. It created the greatest criminal boom in American history, and perhaps in all modern history. No earlier law produced such widespread crime. For no earlier law had gone against the daily customs, habits and desires of so many Americans.

From an American history book, published in 1973.

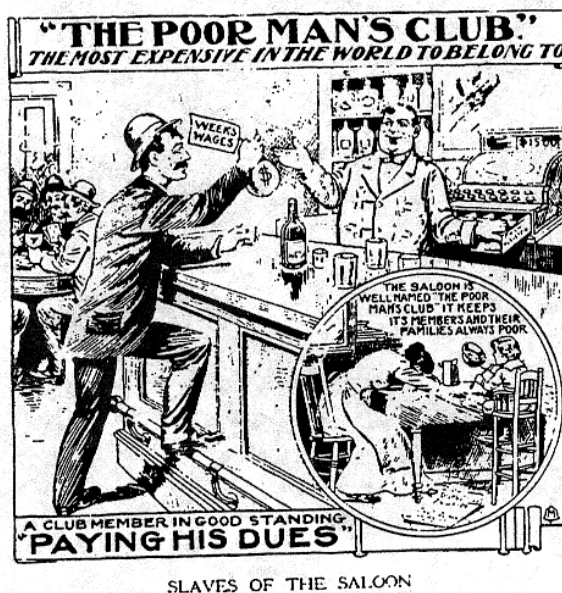
SOURCE B

Before the First World War organisations such as the Women's Christian Temperance Union had joined in a crusade against one of the great evils of the times – alcoholism. In 1917 a nation-wide campaign, led by the Anti-Saloon League, brought pressure to bear on Congress to ban the use of grain for either distilling or brewing. That victory encouraged the supporters of the League to push for an amendment to the Constitution of the USA. In 1919 the amendment was passed and the manufacture, sale and transportation of liquor was banned.

The first Prohibition Commissioner had no doubts that he would stamp out the evils of drink. To help him, 1500 Prohibition agents were appointed. By 1928 there were more than 30,000 'speakeasies' in New York. Gangsters like Dutch Schulz and Al Capone had turned the avoidance of Prohibition into big, violent business. 'Prohibition is a business', said Capone, 'all I do is supply a public demand.'

From a book about American history, published in 1979.

SOURCE C



A poster published in 1910.

SOURCE D



'And our shoes and stockings and food are in the saloon too, and they'll never come out.'

A poster published in 1915.

SOURCE E

When Prohibition was introduced, I hoped that it would be widely supported by public opinion and the day would soon come when the evil effects of alcohol would be recognised. I have slowly and reluctantly come to believe that this has not been the result. Instead, drinking has generally increased; the speakeasy has replaced the saloon; a vast army of lawbreakers has appeared; many of our best citizens have openly ignored Prohibition; respect for the law has been greatly lessened; and crime has increased to a level never seen before.

From a letter, written in 1932, by John D. Rockefeller, Jr., a wealthy industrialist.

SOURCE F

The law will be obeyed in cities, large and small, and in villages. Where it is not obeyed it will be enforced. The law says that liquor must not be manufactured. We shall see that it is not. Nor sold, nor given away.

John F. Kramer, the first Prohibition Commissioner, speaking in 1920. His job was to enforce Prohibition.

SOURCE G

	1921	1925	1929
Illegal stills seized	9,746	12,023	15,794
Gallons of spirits seized	414,000	11,030,000	11,860,000

Statistics showing the activities of Federal government agents enforcing Prohibition, 1921-29.

SOURCE H

	1920	1923	1925
Drunk	14,313	45,226	51,361
Drunk and disorderly conduct	6,097	8,076	5,522
Drunk drivers	0	645	820
Total	20,410	53,947	57,703

Statistics published by the City of Philadelphia Police Department, showing the number of arrests for drinking-related offences, 1920-25.

SOURCE I



A cartoon from the time of Prohibition. The title of the cartoon is 'The National Gesture'.

SOURCE J

I was sent to a Polish neighbourhood and the saloon keepers would always welcome you. You couldn't pay for anything. The bottle was there and you were supposed to drink. We were just ordinary policemen and if you tried to enforce the law they'd put you in a post where there was nothing but weeds. It was a conspiracy and my superior officers were involved in it. I was sent to 12th Street. A man dashed up to me and said, 'This is for you'. He handed me an envelope, I took it and he was gone. I opened it and there was \$75 in it.

A policeman talking about Chicago in the 1920s.

Questions

When you answer the questions, you must use your knowledge to help you interpret and evaluate the sources. In each question you must use the sources mentioned, but you can use any other sources if they are helpful.

- (a) Study Sources A and B.

How far do these two accounts agree about Prohibition? [7]

- (b) Study Sources C and D.

Were the artists of these two posters for or against Prohibition? [8]

- (c) Study Sources E and F.

Which of these two sources is the more reliable as evidence about Prohibition? [8]

- (d) Study Sources G and H.

Do these two sources prove that Prohibition was successful? [8]

- (e) Study Sources I and J.

How far does Source I prove that the policeman in Source J is telling the truth? [7]

- (f) Study all the sources.

Do these sources support the view that the failure of Prohibition was inevitable? [12]

Mark Scheme

- (a) Level 1 Unsupported assertions. (1-2)
- Level 2 Agreements or disagreements supported. (3-5)
- Level 3 Agreements and disagreements supported. (5-6)
- Level 4 As Level 3 with supported conclusion about 'How far'. (7)
- (b) Level 1 Unsupported assertions. (1-2)
- Level 2 One source interpreted – no support. (2-3)
- Level 3 Both sources interpreted – no support. (3-4)
- Level 4 One source interpreted – with support. (5-6)
- Level 5 Both sources interpreted – with support. (7-8)
- (c) Level 1 Unsupported assertions. (1-2)
- Level 2 Simple evaluation of the sources – by type. (3-4)
- Level 3 Evaluation of sources based on content of sources. (5-6)
- Level 4 Provenance of sources used to evaluate them. (6-7)
- Level 5 Sources evaluated by cross-reference (to knowledge or other sources). (7-8)
- (d) Level 1 Unsupported assertions. (1)
- Level 2 Answers based on surface reading of sources. (2-3)
- Level 3 Answers based on analysis of figures of one source. (4-5)
- Level 4 Answers based on analysis of figures of both sources. (6-7)
- Level 5 Evaluation of the sources, for example, activities reported were illegal so statistics will not tell full story, corruption will hide full story. (7-8)

- | | | | |
|-----|---------|--|--------|
| (e) | Level 1 | Unsupported assertions. | (1-2) |
| | Level 2 | Simple evaluation – based on source type. | (2-3) |
| | Level 3 | Interprets both sources and explains how I supports J. | (4-5) |
| | Level 4 | Evaluates one source. | (5-6) |
| | Level 5 | Evaluates both sources. | (6-7) |
| (f) | Level 1 | Answers not using the sources. | (1-3) |
| | Level 2 | Answers using the sources to support one side. | (4-6) |
| | Level 3 | Answers using the sources to support both sides. | (6-8) |
| | Level 4 | As for Level 3, with a supported conclusion. | (8-10) |

Three additional marks can be awarded to Levels 2-4 for evaluation of the sources. Total mark cannot exceed 12.

9.3.4 Russia

WHAT HAPPENED TO THE ROMANOV FAMILY?

Read the background information and the sources, and then answer all the questions.

Background Information

In March 1917 Tsar Nicholas II, the last Romanov Emperor of Russia, was forced off the throne. In November 1917, the Bolshevik Revolution took place. This was followed by a bitter and bloody civil war. As prisoners of the Bolsheviks, the Romanov family was moved from place to place – finally arriving in Ekaterinburg in May 1918. There they were kept under close guard in Ipatiev House. Two months later they disappeared.

Later in 1918, the Whites captured Ekaterinburg. They appointed Judge Sergeyev to investigate the deaths. Meanwhile the British Government sent Sir Charles Eliot to find out what had happened. In January 1919, Sergeyev was sacked and replaced by Judge Sokolov. However, before his investigations were complete, the Bolsheviks recaptured Ekaterinburg.

The Bolsheviks were not keen on the news of the murders becoming public because this might turn foreign governments and many Russians against them at a time when they were fighting a civil war.

Sources

SOURCE A

Sergeyev took from his desk a large blue folder and said, 'Here I have all the evidence in connection with the Nicholas Romanov case'. I examined the lower storey of the building where the royal family lived and where the crime was supposed to have been committed. I do not believe that all the people, the Tsar, his family, and those with them, were shot there. It is my belief that the Empress, the Tsar's son and the four other children were not shot in that house. I believe, however, that the Tsar, the family doctor, two servants and the maid were shot in the Ipatiev House.

From a report in an American newspaper, December 1918. Judge Sergeyev, a supporter of the Provisional Government, was appointed to investigate what had happened. In January 1919, he was sacked. Sergeyev's findings are known only from comments of people who spoke to him or read his report.

SOURCE B

Judge Sergeyev showed me over the house where the Tsar is supposed to have been shot. On the wall opposite the door and on the floor were marks showing where Sergeyev had removed the bullets. The position of the bullets indicated that the victims had been shot while kneeling and that other shots had been fired into them when they had fallen on the floor.

There is no real evidence as to who or how many victims there were. It is supposed there were five – the Tsar, Dr Botkin, the Empress's maid and two servants. No corpses were discovered, nor any trace of them having been burned. On 17 July, a train left Ekaterinburg and it is believed that the surviving members of the royal family were in it.

From Sir Charles Eliot's report to the British Government, October 1918.

SOURCE C

My predecessor, Sergeyev, on handing the case to me, had no doubt about the fact that the entire Romanov family had been massacred in the Ipatiev House. It is demonstrated that between 17 and 22 July a murder occurred in the house. This did not occur on the upper floor, where the imperial family lived, the bloody carnage took place in one of the rooms in the basement. The murder was carried out using revolvers and bayonets. More than thirty shots were fired because some of the bullets must have remained in the bodies. Several people were murdered because one person could not change his position so much and submit to so many blows.

On 17 July, under the cover of darkness, a lorry carried the corpses to the Four Brothers mine. The main purpose was to destroy the bodies. The bodies were chopped into pieces and burned with the aid of petrol and sulphuric acid. The fatty matter in the corpses ran out and mixed in with the soil.

From a book by Judge Sokolov published in 1924. Parts of his report were never made public.

SOURCE D

The Emperor walked ahead with the heir. The Empress and her daughters followed. In my presence there were no tears, no sobs and no questions. They were led into the corner room next to the storeroom. The Empress sat down by the wall, behind her stood three of her daughters. The Emperor was in the middle, next to the heir, and behind him stood Dr Botkin. The maid stood by the storeroom door with the other daughter.

Eleven men walked into the room. According to Medvedev he was told, 'Go out to the street and see whether anyone's there and if the shots will be heard'. He walked out and heard the shots. Walking into the room he saw all the members of the Tsar's family lying on the floor. The corpses were taken out to the lorry.

The notes from the interview of Pavel Medvedev by White Russians. Medvedev had been in charge of the men guarding the royal family. He was probably tortured by the Whites. This is the nearest we have to an eye witness account of the murders.

SOURCE E

Medvedev's wife told the investigators, "According to Pavel they were led downstairs, where they were put into a room where a paper was read to them that said, 'The revolution is dying, and so shall you'. After that they started firing, and they killed them all. My husband fired too."

Medvedev stupidly told one of the other guards that he had "emptied two or three bullets into the Tsar". This established his guilt.

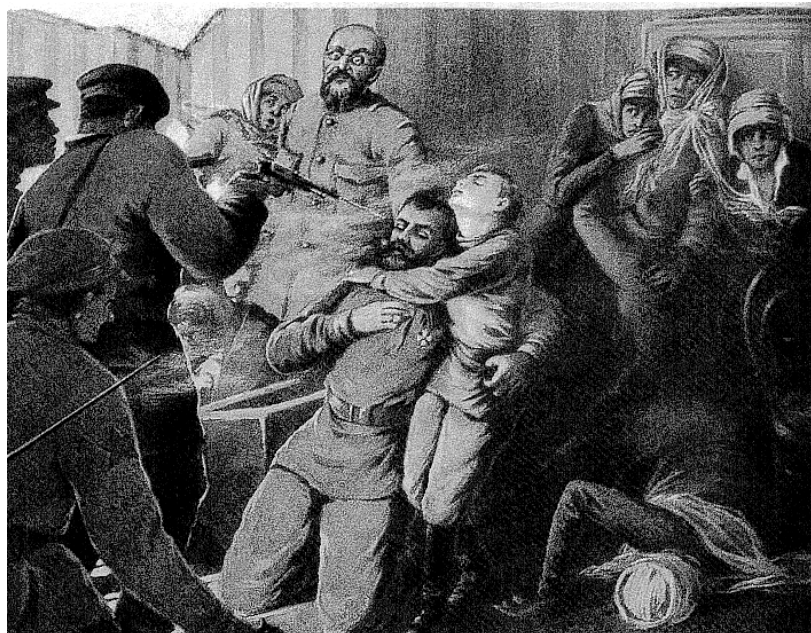
From a history book published in 1991.

SOURCE F



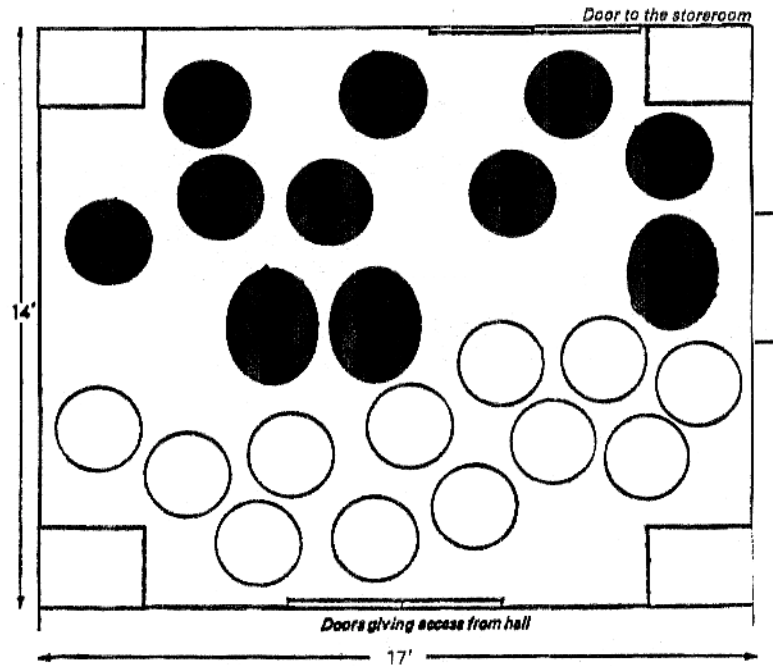
A photograph of the basement room where the murders are claimed to have taken place.

SOURCE G



A painting of the death of the Tsar based on the investigation carried out by the Whites.

SOURCE H



- The Romanov family and their servants.
- The guards.

A diagram from Judge Sokolov's book. It shows the position of people in the basement according to witnesses he interviewed.

SOURCE I

During the last days, Ekaterinburg was seriously threatened by the danger of counter-revolutionaries. In view of this the Presidium of the District Soviet of the Ural decided to execute, by shooting, Nikolai Romanov. His wife and son have been sent off to a secure place.

A message from the District Soviet of the Ural to Bolsheviks in Petrograd, 20 July 1918.

SOURCE J

Two of the imperial family's five children were missing when archaeologists opened a shallow burial pit near Ekaterinburg in 1991. A Soviet official said that the DNA tests along with the dental records positively identify Nicholas II, his wife and three of their daughters. Marks on the skeletons show that the girls, protected by jewels sown into their underclothes, had to be finished off by bayonets. The bodies were driven to a mine and the mine blown up by grenades. However, the mine did not collapse, and the next day the bodies were put back on the lorry. The lorry became bogged down in a swamp and the remains were buried right there.

From a British newspaper, December 1994.

Questions

When you answer the questions, you must use your knowledge to help you interpret and evaluate the sources. In each question you must use the sources mentioned, but you can use any other sources if they are helpful.

- (a) Study Sources A and B.

Sources A and B give similar accounts. Does this mean they are reliable? [8]

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

How far does the account in Source C differ from those in Sources B and C? [7]

- (c) Study Sources D and E.

Source D must be reliable because it is an eyewitness account. Do you agree? [7]

- (d) Study Sources F, G and H.

Which of these sources is most useful to an historian studying the deaths of the Tsar and his family? [8]

- (e) Study Source I.

Are you surprised by this source? [8]

- (f) Study all the sources.

How far does Source J confirm what the other sources said about what happened to the Tsar and his family? [12]

Mark Scheme

- (a) Level 1 Unsupported assertions. (1-2)
- Level 2 Shows how they agree – used as evidence that they are reliable. (2-3)
- Level 3 Simple evaluation – by source type. (3-4)
- Level 4 Uses provenance or content of sources to evaluate them. (5-6)
- Level 5 Explains one dependent on the other, so they will agree. (6)
- Level 6 Cross-references to other sources or knowledge to evaluate. (7-8)
- (b) Level 1 Unsupported assertions. (1-2)
- Level 2 Explains differences or similarities. (3-5)
- Level 3 Explains differences and similarities. (5-6)
- Level 4 As Level 3 but also supported conclusion about ‘How far’. (7)
- (c) Level 1 Accepts D reliable because eyewitness. (1-2)
- Level 2 Uses provenance of D to evaluate. (3-5)
- Level 3 Evaluates D by cross-referencing to E (or other sources). (5-6)
- Level 4 Both Level 2 and Level 3. (7)
- (d) Level 1 Unsupported assertions. (1)
- Level 2 Simple evaluation – by source type. (2-3)
- Level 3 Answers based on the information in the sources. (4-5)
- Level 4 Cross-references these sources to show how useful together. (6-7)
- Level 5 Cross-references to other sources to show how useful. (7-8)

- (e) Level 1 No – because we know they were shot. (1)
- Level 2 No – checks details against other sources. (2-3)
- Level 3 Yes – shows how other sources give different accounts. (3-4)
- Level 4 Levels 2 and 3. (5-6)
- Level 5 Cross-references to consider if it is surprising that they should have carried out the shooting or sent the message. (7-8)
- (f) Level 1 Answers not using the sources. (1-3)
- Level 2 Answers using the sources to support one side. (4-6)
- Level 3 Answers using the sources to support both sides. (6-8)
- Level 4 As for Level 3, with a supported conclusion. (8-10)

Three additional marks can be awarded to Levels 2-4 for evaluation of the sources. Total mark cannot exceed 12.

9.3.5 China

WHO WAS TO BLAME FOR THE 'THREE BITTER YEARS' OF 1959-1962?

Read the background information and the sources, and then answer all the questions.

Background Information

In 1958, Mao Zedong announced the second Five Year Plan. He claimed this would lead to 'the Great Leap Forward' for China. The Plan involved joining farmers' cooperatives into communes. Private ownership of land was abolished. Communes were given farming and industrial targets – they were expected to produce steel and other products.

By 1959, China was facing a major disaster. Industrial production was done and the harvest was poor. The situation got worse in 1960. Between 1959 and 1962, 30 million Chinese died of starvation. Was anyone to blame for this disaster?

Sources

SOURCE A

That summer (1958), all of China was organised into communes. In his eagerness to prove that they deserved Mao's attention, the local boss of Xushui in North China claimed they were going to produce over ten times as much grain as before. Mao smiled broadly.

It was a time when telling fantasies to oneself as well as to others, and believing them, was common. Peasants moved crops from several plots of land to one plot to show Party officials that they had produced a miracle harvest. Those who failed to match other people's fantastic claims began to blame themselves. Under a dictatorship like Mao's where information is secret or fabricated, it was very difficult for ordinary people to have confidence in their own experience. It was easy to start ignoring reality and simply put one's faith in Mao.

Agriculture was also neglected. Many of the peasants were exhausted from having to spend long hours finding scrap iron and iron ore, and keeping the furnaces going. When harvest time came, there were few people in the fields.

By the beginning of 1961, there were tens of millions of deaths. Mao was forced to make self-criticisms, but they were always of self-pity and were always phrased in such a way that it sounded as if he was taking the blame for incompetent officials all over China.

Adapted from a book, published in 1991, about life in China. The author was born in China, but left in 1978.

SOURCE B

China was on the brink of disaster. Party officials were trying to please Mao by making ridiculous claims about increased production. Rural areas were taxed according to the faked figures and so some places were paying all they had in taxes. Peasants were beginning to starve.

Communes were saying that they had been struck by natural disasters. They claimed their harvest had been large, but the weather had destroyed it. They were then allowed to keep the grain. Mao's optimism continued. I think at this point he still did not know the truth about the coming crisis.

Mao did want to be told the truth. Even now, I believe that if he had known the truth earlier, he would have brought a halt to the disaster long before he did. But he could not accept the truth when it included criticisms of him or when it came from people who might be rivals for power. Mao had created the atmosphere that made it so difficult for party leaders to tell the truth.

From an account by Zhisui Li who was Mao's doctor from 1952 until Mao's death. This account was taken from the diary he kept at the time. It was published in 1994 after Zhisui moved to the USA.

SOURCE C

The weather in 1959 was very bad. In some parts of China there were floods, in other parts there was drought. The result was a harvest of only 170 million tonnes. The weather in 1960 was even worse and reduced the harvest to 144 million tonnes. This led to major famine, killing 9 million people in 1960 alone.

From a history book published in 1988.

SOURCE D

One official explanation for the famine was that Khrushchev had suddenly forced China to pay back a large debt. Mao was creating an external enemy to take the blame and rally the population.

Another cause mentioned was 'unprecedented natural calamities'. China is a vast country, and bad weather causes food shortages somewhere every year. Only the highest leaders had access to nationwide information about the weather. Few people knew what happened in the next region, or even the next mountain. Many thought that the famine was caused by natural disasters. I have no full picture, but of all the people I have spoken to from different parts of China, few knew of natural disasters in their regions. They only have stories to tell about starvation.

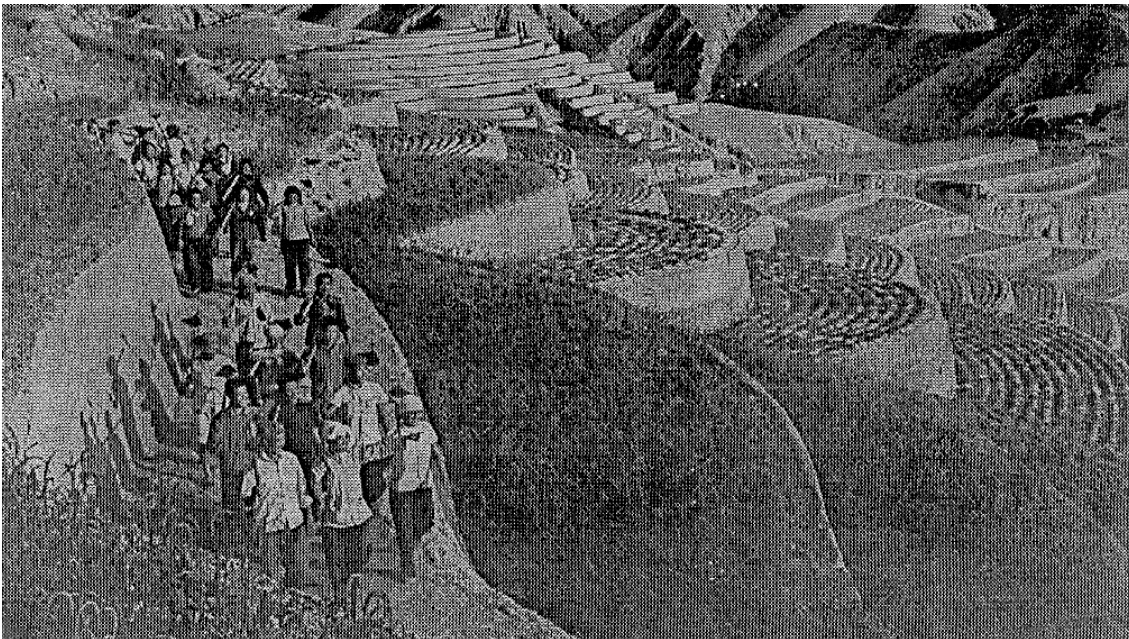
Adapted from the same book as Source A.

SOURCE E



A Chinese government poster of 1958 about the 'Great Leap Forward'.

SOURCE F



A photograph of the terraced fields in Dazhai Commune. This commune was used by the Chinese government as an example of how successful the communes were. It was later revealed that Dazhai had received millions of dollars of government aid and that the work had been done by soldiers.

SOURCE G

The achievements of the Great Leap Forward of 1958 are already obvious. The overall value of industrial and agricultural production has risen more quickly than anywhere else in the world.

However, it appears that in various areas there has been too much haste. We tried to do too much, we wasted part of our investments, we did not carry out certain essential tasks, and that was a mistake. For the production of certain products, the most essential materials are lacking.

A public letter written in 1959 from Marshal Peng Dehuai, Defence Minister in the Chinese government, to Mao. Peng Dehuai was sacked for writing this letter. He was later arrested during the Cultural Revolution and died in prison.

SOURCE H

Coal and iron cannot walk by themselves. They need vehicles to transport them. This I did not foresee. I and the Premier did not concern ourselves with this point. I am a complete outsider when it comes to economic construction. I understand nothing about industrial planning. Comrades, in 1958 and 1959, the main responsibility was mine. The chaos caused was on a grand scale, and I take responsibility. Comrades, you must all examine your own responsibility. You will feel much better for it.

From a speech by Mao in 1959 to Communist Party leaders.

SOURCE I

Ours is the only chemical factory of its kind and the boiler is seventy years old. But one day a party official arrived and told me to increase the pressure in the boiler so that the process could be completed nine times a day instead of six. When I told him he was turning it into a bomb, he accused me of being a middle-class reactionary. So what was I to do? Great Leap? The connecting pipe burst when the pressure was increased and we were put out of production for a week.

A manager of a chemical factory talking to a British journalist in 1959.

Questions

When you answer the questions you must use your knowledge to help you interpret and evaluate the sources. In each question you must use the sources mentioned, but you can use any other sources if they are helpful.

- (a) Study Sources A and B.

How far does Source B agree with Source A? [7]

- (b) Study Sources C and D.

Does Source D prove that the claims in Source C are true? [8]

- (c) Study Sources E and F.

‘Neither of these sources are useful to an historian studying the crisis of 1959-62.’
How far do you agree with this statement? [8]

- (d) Study Sources G and H.

Do these two sources show that Mao was prepared to accept responsibility for the disaster? [8]

- (e) Study Source I.

How do you think that Mao would have reacted to this source? [7]

- (f) Study all the sources.

‘Natural disasters were responsible for the disaster which hit China between 1959 and 1962.’ How far do the sources support this view? [12]

Mark Scheme

- (a) Level 1 Unsupported assertions. (1-2)
- Level 2 Explains differences or similarities. (3-5)
- Level 3 Explains differences and similarities. (5-6)
- Level 4 As Level 3 but also supported conclusion about 'How far'. (7)
- (b) Level 1 Unsupported assertions. (1-2)
- Level 2 Simple evaluation of sources – by source type. (3-4)
- Level 3 Uses content of D to check claims in C. (5-6)
- Level 4 As Level 3 but also cross-references to check C or D. (7-8)
- (c) Level 1 Explains why not useful. (1-3)
- Level 2 General assertions that they are useful. (3-4)
- Level 3 Uses content of one source to show how it is useful. (5-6)
- Level 4 Uses content of both sources to show how they are useful. (7-8)
- (d) Level 1 Uses information in sources to claim yes. (1-2)
- Level 2 Uses information in sources to claim no. (3-4)
- Level 3 Uses information in sources to claim yes and no. (5-6)
- Level 4 Evaluates sources. (7-8)
- (e) Level 1 Common sense answers, for example, horrified. (1-2)
- Level 2 Cross-references to explain why he would support/not support the manager. (3-5)
- Level 3 Cross-references to explain why he might and might not support the manager. (6-7)

- | | | | |
|-----|---------|--|--------|
| (f) | Level 1 | Answers not using the sources. | (1-3) |
| | Level 2 | Answers using the sources to support one side. | (4-6) |
| | Level 3 | Answers using the sources to support both sides. | (6-8) |
| | Level 4 | As for Level 3, with a supported conclusion. | (8-10) |

Three additional marks can be awarded to Levels 2-4 for evaluation of the sources. Total mark cannot exceed 12.

10 COURSEWORK CONSULTANCY

The specification states that Coursework Consultants will monitor the suitability of assignments in meeting the specification requirements.

10.1 SUBMISSION OF COURSEWORK PROPOSALS

- 1 Teachers must send their coursework schemes to:

The History Subject Officer
OCR
1 Hills Road
Cambridge
CB1 2EU.

- 2 Proposals should contain as much detail about the proposed tasks as possible, including questions, sources, draft mark schemes, and the allocation of marks to the objectives.
- 3 OCR will allocate proposals to Coursework Consultants, who will prepare reports on the proposals. The Coursework Consultant will send the report direct to the Centre. The report will identify the Coursework Consultant and provide his/her address. It may ask for revisions to be made to the proposals, and a resubmission of the scheme. Any further correspondence (including re-submissions) about the coursework can take place directly between Consultant and the Centre. The Coursework Consultant is also available to act as a coursework adviser to the Centre for the duration of the course. Centres are requested to communicate with their Consultant by post only. If a Centre wishes to contact their Consultant after the two-year cycle in which their work was first submitted, a check should first be made with OCR that the same Coursework Consultant is still allocated to that Centre.
- 4 Once a coursework scheme has been approved, there is no need for it to be resubmitted each year. However, if eventually a Centre decides that it wishes to use completely new tasks, a new submission will be necessary. Any submission of new tasks should be treated as a completely new submission and sent to OCR rather than to a Coursework Consultant.

11 REGULATIONS FOR INTERNAL ASSESSMENT

11.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking coursework. The degree of teacher guidance in candidate's work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre, for example, research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

11.2 FORMAT AND PRESENTATION OF COURSEWORK

Candidates must observe certain procedures in the production of coursework.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Sources used in the presentation of the work should be listed in a bibliography.

Work submitted for moderation must be marked with the following information:

- Centre number
- Centre name
- candidate number
- candidate name
- specification code and title
- assignment title.

It must be accompanied by the Coursework Cover Sheet (see Section 12) recording the marks awarded for each assessment objective for each task. All work submitted for moderation must have the pages numbered and bound together, and be submitted in a flat card file (not a ring binder).

11.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marks for coursework are allocated as follows.

Assignment 1 (Assessment Objective 1)	25 marks
Assignment 2 (Assessment Objectives 2 and 3)	25 marks
Total for coursework	50 marks

11.3.1 Marking Criteria

Assessment Objective 1

Band 1, mark range 1-8

Candidates can select and use some relevant information to construct narratives, descriptions and explanations which are straightforward and accurate but unlikely to be relatively brief or limited in scope.

Candidates can describe some of the main events, people and changes, and give a few reasons for, and results of, the main events and changes.

Candidates can describe a few features of an event, issue or period including, at a basic level, characteristic ideas, beliefs and attitudes.

Band 2, mark range 9-18

Candidates can select, organise and deploy a wider range of relevant information to produce structured narratives, descriptions and explanations which are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.

Candidates can produce structured descriptions and explanations of events, people, changes and issues, and analyse causes and consequences.

Candidates can describe, analyse and explain key features and characteristics of situations, periods, and societies including the variety of ideas, attitudes, and beliefs held by people at the time.

Band 3, mark range 19-25

Candidates select, organise and deploy an extensive range of relevant information to produce consistently well-structured narratives, descriptions and explanations which are thorough and accurate and show appreciation of the wider context of the information.

Candidates can analyse relationships between a wide range of events, people, ideas and changes. Their explanations and analysis of causes and consequences of events and changes are well substantiated and set in their wider historical context.

Candidates can give reasons for the diversity of the features and ideas, attitudes and beliefs in the periods, societies and situations studied, and can explain the interrelationship between them.

Assessment Objectives 2 and 3

Band 1, mark range 1-8

Using their knowledge and understanding, candidates can identify some of the differences between ways in which events, people or issues have been represented and interpreted.

Using their knowledge and understanding, candidates can comprehend sources of information but take them at face value. They can identify those that are useful for particular tasks and can draw simple conclusions.

Band 2, mark range 9-18

Using their knowledge and understanding, candidates understand that some events, people or issues have been interpreted differently, can recognise these differences and explain how they have been produced.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

Band 3, mark range 19-25

Using their knowledge and understanding, candidates can analyse how and why differing interpretations of events, people or issues have been produced, and can evaluate these interpretations and make balanced judgements about their value in relation to the historical context.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions.

11.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that the order of merit for the Centre is correct. Adjustment in either direction should not be seen as an adverse criticism of a Centre's marking; it is simply to ensure that the marks applied in each Centre mean the same standard.

The sample of work that is sent to the Moderator must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 11.3. Annotation should be carried out by the person marking the work either as summary comments on the work or on the Coursework Cover Sheet, or by flagging key pieces of evidence throughout the work by annotation in the margin showing the level and mark awarded.

As well as the sample of internally assessed work, Centres are required to submit, at the time of moderation, one candidate's folder of coursework relating to the coursework study. This is in order to ensure that the internally assessed work has arisen from an approved course of study.

11.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

If a candidate submits no work for an internally assessed component, then the candidate should be indicated on the mark sheets submitted to OCR as being absent from that component.

If there is clear evidence that work has been attempted and some work has been produced, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

12 COURSEWORK ADMINISTRATION PACK

This Coursework Administration Pack is designed to accompany the OCR GCSE History B specifications for teaching from September 2001.

The forms in this pack are for use with the following specifications:

- **History B (Modern World) (1937)**
- **History B (Modern World) (Short Course) (1037)**

Guidance on the assessment of coursework will be found in Section 7 of the specifications.

A master copy of all GCSE Administration Packs will be sent to Examinations Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

Compulsory Recording Materials

Coursework Cover Sheet

Coursework Summary Form (1937)

Optional Recording Materials

Coursework Summary Form (1037)

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website www.ocr.org.uk.

COMPULSORY RECORDING MATERIALS

Coursework Cover Sheet: One of these forms should be completed for each candidate in the sample for moderation and must be attached to the work before it is sent to the Moderator.

Coursework Summary Form (1937 only): The information required on this form must be sent to the Moderator with the MS1. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.

INTERNAL STANDARDISATION

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking. This is in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

SUBMISSION OF MARKS

OCR will send Centres internal assessment marks sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission for coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

MODERATION

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has ten or fewer candidates entered for a coursework component, all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s) (MS1). Where there are more than ten candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

GENERAL COURSEWORK REGULATIONS AND PROCEDURES

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

OPTIONAL RECORDING MATERIALS

Coursework Summary Form (1037): This form is not mandatory for the Short Course 1037, but is provided for the internal convenience of Centres.

COURSEWORK ENQUIRIES

Coursework enquiries for History should be sent to OCR at the following address:

Administrative Officer (Humanities and Classical Studies Team)

OCR

1 Hills Road

CAMBRIDGE

CB1 2EU.

Correspondence should be marked 'Coursework Enquiry'.

HISTORY B 1937
GCSE
Coursework Cover Sheet



Please read the instructions printed overleaf before completing this form. A completed cover sheet should be attached to the assessed work of **each** candidate in the moderation sample.

Year	2	0	0	
------	---	---	---	--

Centre Name					
-------------	--	--	--	--	--

Centre Number					
---------------	--	--	--	--	--

Candidate Name				Candidate Number				
----------------	--	--	--	------------------	--	--	--	--

Mark for Assignment 1 Assessment Objective 1 (max 25)	Mark for Assignment 2 Assessment Objectives 2/3 (max 25)	Total mark (max 50)

This form should be attached to both pieces of coursework when they are submitted for moderation; in addition, each piece of coursework should be identified with the candidate details as above.

Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature _____ Date _____

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be used for each candidate.
- 2 Please ensure that the boxes at the top of the form are completed.
- 3 Enter the mark awarded for each assignment and the total mark in the appropriate boxes.

HISTORY B (Short Course) 1037

GCSE

Coursework Cover Sheet



Please read the instructions printed overleaf before completing this form. A completed cover sheet should be attached to the assessed work of **each** candidate in the moderation sample.

Year	2	0	0	
------	---	---	---	--

Centre Name					
-------------	--	--	--	--	--

Centre Number					
---------------	--	--	--	--	--

Candidate Name				Candidate Number				
----------------	--	--	--	------------------	--	--	--	--

Mark for Assessment Objective 1 (max 25)

This form should be attached to the coursework when it is submitted for moderation; in addition, the coursework should be identified with the candidate details as above.

Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature _____ Date _____

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be used for each candidate.
- 2 Please ensure that the boxes at the top of the form are completed.
- 3 Enter the mark awarded for the assignment in the appropriate box.

HISTORY B (1937)

GCSE

Coursework Summary Form

To be sent to the Moderator with the MS1.

Please read the instructions printed overleaf before completing this form.



Year	2	0	0	
-------------	----------	----------	----------	--

Centre Number					Centre Name	
Coursework Units: 1.		2.			Depth Study for Paper 1:	

Candidate Number	Candidate Name	Teaching Group/Set	Assignment 1 AO1 (max 25)	Assignment 2 AOs 2 and 3 (max 25)	FINAL TOTAL (max 50)

INSTRUCTIONS FOR COMPLETION OF THIS FORM

A Marking and Internal Standardisation

- 1 Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general coursework regulations.
- 2 Complete the information at the head of the form.
- 3 List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (Form MS1) at a later stage (i.e. in candidate number order). The teaching group/set should also be shown.
- 4 Mark the coursework for each candidate according to the guidance given in the current specification.
- 5 Carry out internal standardisation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
- 6 Enter the marks and total marks in the appropriate spaces.
- 7 Ensure that the addition of marks is independently checked.

B External Moderation

- 1 Send this form to the Moderator with the MS1. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.
- 2 Centres must submit for moderation one candidate's file of classwork as well as the prescribed number of coursework folders. This is to ensure that coursework has arisen from a defined course of study. Please note that the candidate whose file of **classwork** is submitted **may be chosen by the Centre**. The sample of coursework for moderation will be selected by the Moderator (except where there are ten or fewer candidates, in which case all the coursework is sent for moderation).

INSTRUCTIONS FOR COMPLETION OF THIS FORM

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