

GCSE



WJEC GCSE in HISTORY

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SAMPLE ASSESSMENT MATERIALS

Teaching from 2017

This Qualifications Wales regulated qualification is not available to centres in England.





For teaching from 2017
For award from 2019

GCSE HISTORY

UNIT 2

SAMPLE ASSESSMENT
MATERIALS

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Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****UNIT 2: HISTORY WITH A EUROPEAN /
WORLD FOCUS****2A. RUSSIA IN TRANSITION, 1905-1924****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition, your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 1

This question is about the Civil War, 1918-1921.

Study the source below and then answer the question which follows.

Source A



[A picture showing Trotsky addressing soldiers during the Civil War in Russia]

Use Source A and your own knowledge to outline the role of Trotsky during the Civil War. [6]

[18 x answer lines]

QUESTION 2

This question is about Russia in the early twentieth century.

Describe the role of Rasputin in Russia in the early twentieth century.

[8]

[24 x answer lines]

QUESTION 3

This question is about the New Economic Policy.

Study the source below and then answer the question which follows.

Source B

LENIN PLACES HOPE IN HIS NEW ECONOMIC POLICY

**REVERSAL OF HIS THEORIES PLACES GREAT
STRAIN ON COMMUNIST SUPPORTERS**

CONTROL IS ONLY HELD BY PARTY DISCIPLINE

**"I am safeguarding the workers from exploitation"
says Bolshevik leader**

[A headline to an article written by Walter Duranty, an American journalist in Moscow, published in the *New York Times* (September 5th 1921)]

What was the purpose of Source B?

[8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

[24 x answer lines]

QUESTION 4

This question is about events in Russia in 1917.

Study the sources below and then answer the question which follows.

Source C



[A Communist poster showing Russian workers welcoming Red Guards in October 1917]

Source D

Throughout 1917, the Bolsheviks worked with great enthusiasm and commitment. They were among the masses, in the factories, every day and all the time. They became the party of the masses because they were always there, guiding the whole life of the factories and barracks. The masses were now completely in the hands of the Party of Lenin and Trotsky.

[From the memoirs of N. Sukhanov, a Bolshevik, writing in the 1930s]

Which of the sources is more useful to an historian studying events in Russia in 1917? [12]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]

[36 x answer lines]

QUESTION 5

This question is about Russia in 1924, the year of Lenin's death.

How far did Lenin succeed in creating a strong Communist state in Russia by the time of his death in 1924? [16]

Use your own knowledge and understanding of the issue to support your answer.

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME
UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS
2A. RUSSIA IN TRANSITION, 1905-1924

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: e.g. **Use Source A and your own knowledge to outline the role of Trotsky during the Civil War.**

[6]

Band descriptors and mark allocations

This is the question and its mark tariff.

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

Source A shows that Trotsky was an important figure and that he displayed strong leadership; it is known that Trotsky was a persuasive speaker and the picture shows this as the crowd looks attentive; it was this ability to inspire the Red Army that enabled him to rally the Red Army during the Civil War; as Commissar for War he played a pivotal role in the victory of the Reds in the Civil War.

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME**UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS****2A. RUSSIA IN TRANSITION, 1905-1924****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	4		2	

Question: **Use Source A and your own knowledge to outline the role of Trotsky during the Civil War.** [6]

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Source A shows that Trotsky was an important figure and that he displayed strong leadership; it is known that Trotsky was a persuasive speaker and the picture shows this as the crowd looks attentive; it was this ability to inspire the Red Army that enabled him to rally the Red Army during the Civil War; as Commissar for War he played a pivotal role in the victory of the Reds in the Civil War.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the role of Rasputin in Russia in the early twentieth century.** **[8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Rasputin had a major hold over the royal family of Russia because of his 'power' to heal the haemophilia of Alexis, the young heir to the throne; on two occasions, Rasputin is said to have saved the young boy and won the confidence of the Tsarina, Alexandra; he soon acquired huge influence over the Romanovs; he ensured that his own followers were given powerful positions in the government of Russia despite the fact that they were incompetent at their job; when World War One broke out, the Tsar, Nicholas II, left his family to join his troops at the front; he left his wife in charge, which effectively meant that Rasputin was in power; his behaviour outraged important noblemen; his enemies called him the "Mad Monk"; in December 1916, he was murdered by those he had angered the most – the nobility; the shame he had brought onto the royal family is one of the reasons why they were overthrown in 1917.

Question 3

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The source is a headline to a more detailed newspaper article published in an American newspaper in 1921; its main purpose is to inform an American newspaper readership of the changes that Lenin is putting in place at this time; the Civil War had been won by the Communists and Lenin was anxious to settle down the Russian economy; Lenin revised his economic policy and introduced the New Economic Policy (NEP) mentioned in the headline; through this, peasants were allowed to sell some of their produce for profit and small traders were allowed to run businesses; the headlines also show that the journalist is aware that this introduction of this policy in 1921 was a big risk for Lenin and that many Communists did not agree with him; this could be another purpose of the article – letting Americans know that the Communist ideas they feared would have to be adapted or diluted to establish order at a time of considerable fear of Communism in America; the author was an American journalist and was writing for an American audience and would therefore address the introduction of NEP from this largely anti-Communist perspective.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying events in Russia in 1917?** **[12]**

Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Both sources are of varied usefulness to an historian studying events in Russia in 1917 but they are narrowly focused on the relationship between the Bolsheviks and the workers. Source C confirms that the Bolsheviks had widespread support. However the poster is a representation, a poster produced by the Communists and is therefore bound to suggest that their seizure of power had widespread popular backing from the industrial workers; the crowd are clearly very supportive of the Red Guard but this ignores the fact that the coup of October 1917 was carried out by a small group of revolutionaries; this goes against the message of the picture. Source D is useful because its author was there at the time; he was a Bolshevik supporter and he comments how the party was attractive to factory workers and soldiers. However, the author was writing in the 1930s during the Stalin era and so his account may have been subject to communist censorship; it is a biased source but it demonstrates how the Bolsheviks themselves saw the appeal of the party. Both sources give useful but limited information to an historian studying events in Russia in 1917.

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4	12			3

Question: **How far did Lenin succeed in creating a strong Communist state in Russia by the time of his death in 1924?** **[16+3]**

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Answers will provide a reasoned analysis of the issue covering a broad range of factors; to a certain extent it can be argued that in many ways by the time of his death in 1924, Lenin had succeeded in creating a strong Communist state; this argument can be developed by reference to several factors: Lenin had certainly laid the foundations of a Communist state with one-party government and central control exercised by the CPSU. There was elimination of all opposition via the Cheka and control over aspects of the economy such as banking and transport; the Civil War had been won and measures were introduced to control everyday life such as changes for women, the church, education and use of propaganda and censorship; however, in many ways this is a very simplistic assessment which ignores many other aspects of Soviet Russia by 1924; some elements of Lenin's policy were criticised for betraying Communist ideals such as the impact of the NEP and the rise of Nepmen; the Communists did not have complete control over the economy, particularly agriculture, and people's values were slow to change; candidates may conclude that in the main Lenin did achieve his aim of creating a strong Communist state by the time of his death in 1924.

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****UNIT 2: HISTORY WITH A EUROPEAN /
WORLD FOCUS****2B. THE USA: A NATION OF CONTRASTS,
1910-1929****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition, your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 1

This question is about popular entertainment.

Study the source below and then answer the question which follows.

Source A



[A photograph taken at Carroll Dickerson's Jazz Floor Show, Chicago, 1924]

Use Source A and your own knowledge to describe popular entertainment in the 1920s. [6]

[18 x answer lines]

QUESTION 2

This question is about the era of Prohibition

Describe how Prohibition affected the lives of people in America in the 1920s. [8]

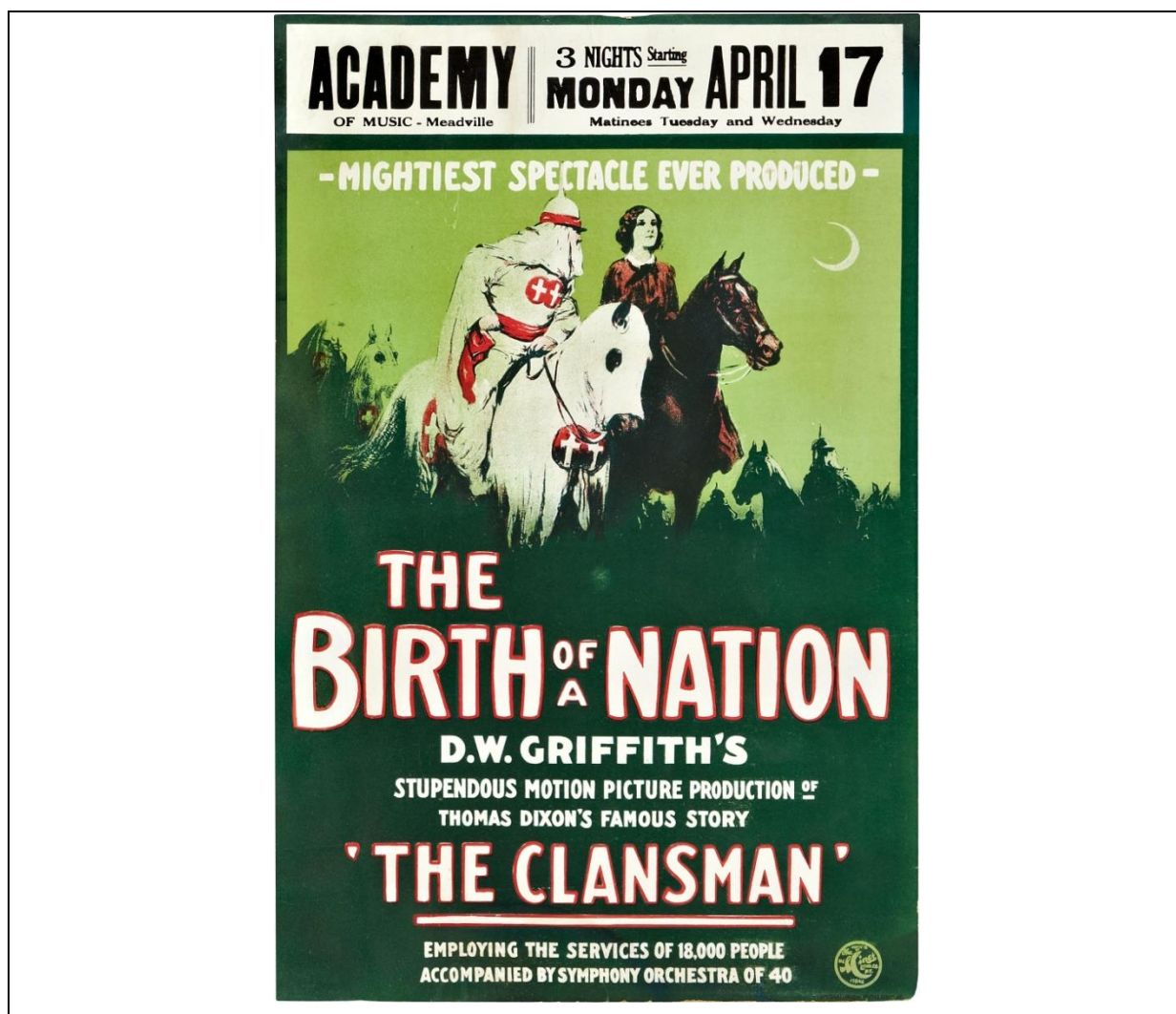
[24 x answer lines]

QUESTION 3

This question is about religion and race in the USA.

Study the source below and then answer the question which follows.

Source B



[A poster for the film *The Birth of a Nation*, released in 1915. The film was very controversial because of its negative portrayal of black men]

What was the purpose of Source B?

[8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

[24 x answer lines]

QUESTION 4

This question is about immigration in the USA.

Study the sources below and then answer the question which follows.

Source C

As soon as immigrants step off the ships, our problem has only just begun – Bolshevism, red anarchy, black-handers and kidnappers, challenging the authority and integrity of our flag. Thousands come here who will never take the oath to support our constitution. They fill places that belong to the wage earning citizens of America. They constitute a menace and a danger to us every day.

[James Thomas Heflin, a Republican Senator, speaking in 1921
in a debate over whether to limit immigration]

Source D

Boston was one of the worst centres of the panic that reflected the campaign of the Department of Justice for the arrest and deportation of Reds. The terrorizing methods of the Government meant that in and out of the courtroom the Red hysteria was everywhere. The prosecutor played on the feelings of the jury by exploiting the unpatriotic and hated beliefs of Sacco and Vanzetti, and the judge allowed him to pervert the jury's mind.

[Felix Frankfurter, an expert in law and supporter of civil liberties, writing in an article on the Sacco and Vanzetti case for the *Atlantic Monthly* (March 1927)]

Which of the sources is more useful to an historian studying the issue of immigration to the USA during this period? [12]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]

[36 x answer lines]

QUESTION 5

This question is about the end of prosperity in the 1920s.

Was over-speculation in shares the main cause of the Wall Street Crash? [16]

Use your own knowledge and understanding of the issue to support your answer.

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME
UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS
2B. THE USA: A NATION OF CONTRASTS, 1910-1929

Instructions for examiners of GCSE History when applying the mark scheme
Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe popular entertainment in the 1920s.**

[6]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Source A shows a popular form of entertainment of the period; it shows jazz music which became very popular greatly helped by the development of radio and the gramophone; the source shows an organized floor show, supported by a large band and dancers, made up of white and black people; this demonstrates the cross culture appeal of this form of entertainment; dancing and the speakeasy culture were part of the historical context reflected in the source; credit references to other developments in popular entertainment that were also taking place such as silent movies that increased the popularity of movie stars, the talkies and the growth of organised sport

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME**UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS****2B. THE USA: A NATION OF CONTRASTS, 1910-1929****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	4		2	

Question: **Use Source A and your own knowledge to describe popular entertainment in the 1920s.** **[6]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Source A shows a popular form of entertainment of the period; it shows jazz music which became very popular greatly helped by the development of radio and the gramophone; the source shows an organized floor show, supported by a large band and dancers, made up of white and black people; this demonstrates the cross culture appeal of this form of entertainment; dancing and the speakeasy culture were part of the historical context reflected in the source; credit references to other developments in popular entertainment that were also taking place such as silent movies that increased the popularity of movie stars, the talkies and the growth of organised sport.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe how Prohibition affected the lives of people in America in the 1920s.** **[8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Despite being brought in with good intentions, Prohibition drove alcohol drinkers and drinking underground; huge numbers of people were prepared to break the law not only to produce alcohol but to go to private bars and speakeasies to consume it; to satisfy the demand, organised crime grew to produce, smuggle and provide alcohol; corruption of officials became an issue; there were mixed consequences for the health of people – deaths from alcoholism dropped but more died from drinking contaminated alcohol.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Source B is an advertising poster for the film The Birth of a Nation; the basic purpose of the poster is to publicise the film and increase audience numbers for the film; it reflects the type of new advertising that was used to promote movies at the time; the advertisement uses the scale of the film to attract audiences; the language used is designed to portray the grand scale of the 'stupendous motion picture', a form of entertainment that was becoming increasingly popular during this period; an additional, possibly hidden, purpose of the source may have been to reveal the deep racial issues of the time, with it being based upon a story of The Clansmen, depicting the Ku Klux Klan in its poster; this was a time of great racial tension and fear of black people among much of the white population and the purpose of the film may have been to reinforce racial stereotypes; the film caused controversy due to its portrayal of black men, but was a great commercial success; both purposes of the source reveal the increasingly expensive and dramatic scale of motion pictures but also the racial problems that prevailed during the period.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the issue of immigration to the USA during this period?** [12]

Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Both sources are of varying usefulness to an historian studying the issue of immigration to the USA during this period; Source C clearly reveals the degree of xenophobia prevalent among many at the time; it links immigration with Bolshevism and anarchy, challenging the basis of the American constitution; it accuses immigrants of taking the jobs of Americans and states they are a danger to the country; Heflin accurately reflects the view of many Republicans who used their influence to pass government legislation; the usefulness of the source can be evaluated in context as the attitude shown is very much of the period, demonstrated in issues such as the Red Scare, the Palmer Raids and the Sacco and Vanzetti case; Source D is also useful as it focuses upon the notorious example of the Sacco and Vanzetti case; it accuses the authorities of creating a panic, a 'Red hysteria'; it shows how the process of law had been perverted by the prevailing climate; both sources however, are biased and reflect different attitudes; Source D, although written by an expert in law, is also from a particular perspective; Frankfurter supported civil liberties and was strongly critical of the attitudes of people such as Heflin; he is writing an article to show the perceived injustice of the Sacco and Vanzetti case; neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the issue of immigration to the USA during this period.

Question 5

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **Was over-speculation in shares the main cause of the Wall Street Crash?** **[16+3]**

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Answers will provide a reasoned analysis of the issue covering a broad range of factors; to an extent the Wall Street Crash was caused by a period of over-speculation in shares; the accuracy of this argument can be supported by reference to many factors: the over-speculation in shares during the 1920s played a major role in fuelling the boom; there had, however, been too much speculation on the stock market; there was a belief that share prices would continue and this stimulated further speculation; the collapse in the value of shares in October 1929 was the direct cause of the Wall Street Crash; however, this explanation fails to take account of a wider range of long and short-term factors that contributed to the Crash of 1929; it is probably better to explain that the Crash was the combination of a range of factors; the optimism of investors had been shaken in the preceding months and the markets were unstable; 'Black Thursday' commenced a sequence of events that would continue into the following week; despite a brief recovery the newspaper coverage over the weekend increased panic; on 'Black Tuesday' panic selling reached its height and sixteen million shares were traded, with some having no buyers; the event clearly precipitated the Wall Street Crash; even in 1926, however, there had been signs the economy was overheating; land prices in Florida had collapsed; the consumer market was saturated and industry had overproduced; farmers had overproduced food and prices fell; consumer debt was high, fuelled by easy credit; there were too many small banks with insufficient reserves; overseas trade was declining during the period partly as a result of the protectionist policies of the US government; the argument that over-speculation in shares was the cause of the Wall Street Crash is therefore limited in scope; there were wider and longer term causes as well; candidates may conclude that there were multiple causes of the Wall Street Crash.

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****UNIT 2: HISTORY WITH A EUROPEAN /
WORLD FOCUS****2C. GERMANY IN TRANSITION, 1919-1939****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition, your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 1

This question is about the end of the Weimar Republic.

Study the source below and then answer the question which follows.

Source A



[A photograph showing SA members at a parade in Berlin, early 1932]

Use Source A and your own knowledge to describe the role of the SA.

[6]

[18 x answer lines]

QUESTION 2

This question is about the Nazi consolidation of power.

Describe what happened during the Night of the Long Knives.

[8]

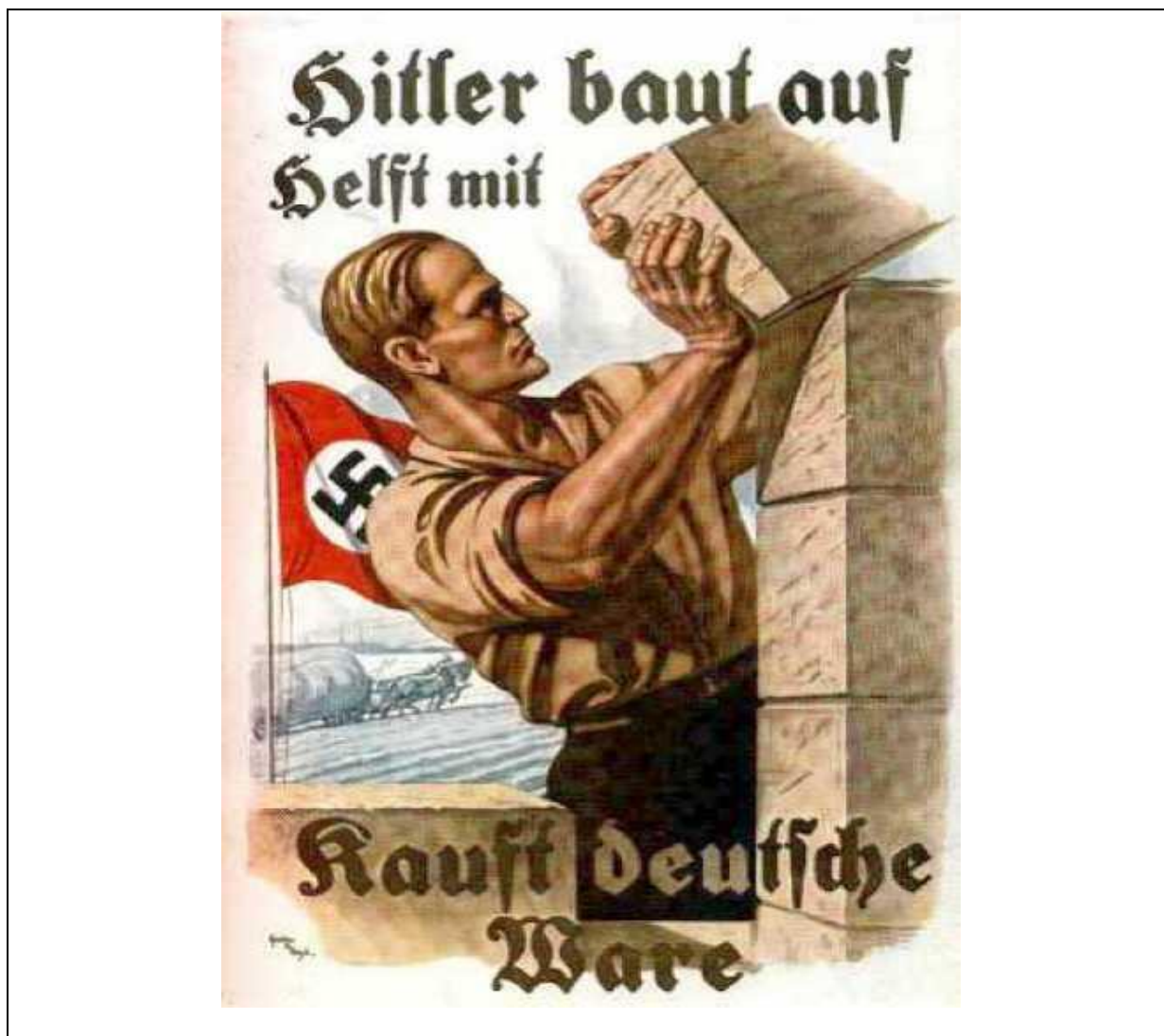
[24 x answer lines]

QUESTION 3

This question is about the Nazi use of terror and persuasion.

Study the source below and then answer the question which follows.

Source B



[A Nazi poster from the mid-1930s. The caption says
Hitler is building. Help him. Buy German goods.]

What was the purpose of Source B?

[8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

[24 x answer lines]

QUESTION 4

This question is about the recovery of Weimar.

Study the sources below and then answer the question which follows.

Source C

Three million people lack work. The government work to conceal the misery. They speak of silver linings. Things are getting better for them and worse for us. Only the complete collapse of our people can follow from these irresponsible policies.

[Joseph Goebbels, a member of the Nazi Party, writing in a pamphlet called *We Demand*, published in 1927]

Source D

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.

[Gustav Stresemann, the German Foreign Minister, in a speech given to the League of Nations (September 1929)]

Which of the sources is more useful to an historian studying the economy of the Weimar Republic? [12]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]

[36 x answer lines]

QUESTION 5

This question is about Nazi economic, social and racial policy.

Did the lives of all Germans improve in Nazi Germany in the 1930s? [16]

Use your own knowledge and understanding of the issue to support your answer.

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME
UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS
2C. GERMANY IN TRANSITION, 1919-1939

Instructions for examiners of GCSE History when applying the mark scheme
Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1(b)	AO2	AO3	AO4
	4		2	

Question: e.g. **Use Source A and your own knowledge to describe the role of the SA.** [6]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The source shows an example of how the Nazi paramilitary wing were utilised; thousands attended parades and party rallies; the brown shirts were led by Ernst Rohm and were a huge organisation; they took part in marches and displays across Germany; intimidated opponents such as Communists and Socialists; disrupted meetings of opposing parties; the source clearly demonstrates how the SA were a visible part of the power of the Nazi party on public display, in this case in Berlin during a period of considerable political and social instability for the Weimar Republic..

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME**UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS****2C. GERMANY IN TRANSITION, 1919-1939****Question 1**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe the role of the SA.** **[6]**

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The source shows an example of how the Nazi paramilitary wing were utilised; thousands attended parades and party rallies ; the brown shirts were led by Ernst Rohm and were a huge organisation; they took part in marches and displays across Germany; intimidated opponents such as Communists and Socialists; disrupted meetings of opposing parties; the source clearly demonstrates how the SA were a visible part of the power of the Nazi party on public display, in this case in Berlin during a period of considerable political and social instability for the Weimar Republic.

Question 2

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
8	8			

Question: **Describe what happened during the Night of the Long Knives.** **[8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The Night of the Long Knives happened in June 1934; it was Hitler's purging of his political and military rivals, mostly in the SA; the main target was Ernst Rohm, head of the SA; Rohm and the main leaders of the SA were shot by members of the SS; Hitler also used the opportunity to silence other critics and rivals such as von Schleicher and Gregor Strasser; about 400 people were murdered in total.

Question 3

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The source is an example of a Nazi propaganda poster from the mid - 1930s; its main purpose is to encourage the German people into supporting Nazi economic policies; the poster depicts an Aryan man labouring on the construction of a wall, a metaphor for the reconstruction of Germany under the Nazis; the pastoral background is typical of how the Nazis mixed tradition with modernity; this poster was produced during the development of the Nazi policy of autarky and was designed to create a sense of togetherness in the German nation; the poster has racial undertones and is a somewhat idealised depiction of not only the Aryan race, but of the atavistic nature of Nazism; the source was published during a period of Nazification; it focuses on the role of Hitler as the driving force behind the rebuilding of Germany.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the economy of the Weimar Republic?** [12]

Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Both sources are of varied usefulness to an historian studying the economy of Weimar. Source C is useful because it shows how Germany was struggling in 1927; three million were unemployed and the irresponsible government policies would lead to complete collapse; however, the usefulness of this source is debatable as Goebbels is clearly biased because of Nazi opposition to Weimar; the title of the pamphlet suggests propaganda purposes; candidates may note the date and argue that the Nazis were struggling to make an impact at this time and that the claims may be exaggerated; Source D is also of some use saying that the economic position had improved but was really only flourishing on the surface; Germany was reliant upon loans which if called in would lead to collapse; Stresemann's official capacity suggests reliability; he displays a more profound understanding of the German economy, despite the apparent success of the later Weimar years; a strength of the source is that he was speaking to the League of Nations and it also shows the illusory nature of the recovery of the economy under Weimar; neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the economy under the Weimar Republic.

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4	12			3

Question: **Did the lives of all Germans improve in Nazi Germany in the 1930s?** **[16+3]**

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Answers will provide a reasoned analysis of the issue covering a broad range of factors; to a certain extent it can be argued that in many ways the lives of Germans did improve under the Nazis between 1933 and 1939; this argument can be developed by reference to several factors: the improvement in the economy and the fall in unemployment brought benefits to many; standards of living improved overall for most Germans; Germany had stable government after years of political weakness; the position of the country in the world and the reversal of Versailles brought pride to many; workers were offered incentives to serve the state, such as via the KdF movement; many young people became involved in the Hitler Youth and enjoyed the activities and comradeship it offered; however, in many ways this is a very simplistic assessment which ignores many of the more negative aspects of life in Germany under the Nazis between 1933 and 1939; the lives of many Germans deteriorated; the position of women worsened under the principle of the 3Ks; membership of the Hitler Youth became compulsory; education was Nazified and free thought stifled; the media and culture was strictly controlled and people were subject to daily propaganda; workers were controlled through the DAF; the lives of Jews deteriorated significantly and the lives of other groups the Nazis were opposed to also worsened; candidates may conclude that the view presented in the question is only partially correct.

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****UNIT 2: HISTORY WITH A EUROPEAN /
WORLD FOCUS****2D. CHANGES IN SOUTH AFRICA, 1948-1994****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition, your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 1

This question is about ordinary life under apartheid.

Study the source below and then answer the question which follows.

Source A



[A photograph of a beach in Durban, South Africa, in the 1950s]

Use Source A and your own knowledge to describe how apartheid affected the lives of black people. [6]

[18 x answer lines]

QUESTION 2

This question is about protest in South Africa.

Describe what happened in Soweto in 1976.

[8]

[24 x answer lines]

QUESTION 3

This question is about international opposition to apartheid.

Study the source below and then answer the question which follows.

Source B



[An anti-apartheid poster issued in Britain in 1982]

What was the purpose of Source B?

[8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

[24 x answer lines]

QUESTION 4

This question is about the working of the apartheid system in the 1960s and 1970s.

Study the sources below and then answer the question which follows.

Source C



[A cartoon from a British newspaper, *The Daily Mirror*, published in 1961. The man in the deckchair is Verwoerd and the caption reads "apartheid is a policy of good neighbourliness"]

Source D



[A photograph published in a geographical magazine showing a black township on the outskirts of Cape Town in the 1970s]

Which of the sources is more useful to an historian studying the apartheid system in the 1960s and 1970s? [12]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]

[36 x answer lines]

QUESTION 5

This question is about the ending of apartheid.

Were economic problems the main reason why apartheid came to an end in South Africa in the 1990s? [16]

Use your own knowledge and understanding of the issue to support your answer.

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME
UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS
2D. CHANGES IN SOUTH AFRICA, 1948-1994

Instructions for examiners of GCSE History when applying the mark scheme
Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe how apartheid affected the lives of black people.** [6]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The source shows an attractive beach with umbrella stands for white South Africans to shade under; Source A shows that Black South Africans were not allowed to go on this beach and mix with white South Africans; the source highlights a good example of the policy of division and segregation that operated in South Africa in the 1970s; this also affected areas of life such as employment, education, housing, marriage and health.

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME**UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS****2D. CHANGES IN SOUTH AFRICA, 1948-1994****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	4		2	

Question: **Use Source A and your own knowledge to describe how apartheid affected the lives of black people. [6]**

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The source shows an attractive beach with umbrella stands for white South Africans to shade under; Source A shows that black South Africans were not allowed to go on this beach and mix with white South Africans; the source highlights a good example of the policy of division and segregation that operated in South Africa in the 1970s; this also affected areas of life such as employment, education, housing, marriage and health.

Question 2

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
8	8			

Question: **Describe what happened in Soweto in 1976.** **[8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describes the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The riots at Soweto broke out following a background of rising tension following educational reforms forcing the teaching of Afrikaans; on the morning of June 16, 1976, thousands of students from the African township of Soweto, outside Johannesburg, gathered at their schools to participate in a student-organized protest demonstration; others sang freedom songs as they marched towards a football ground where a peaceful rally had been planned; the crowd swelled to more than 10,000 students; at first, the security forces tried unsuccessfully to disperse the students with tear gas and warning shots; then policemen fired directly into the crowd of demonstrators. the number of people who died is usually given as 176 with estimates up to 700; the number of wounded was estimated to be over a thousand people; the shootings in Soweto sparked a massive uprising that soon spread to more than 100 urban and rural areas throughout South Africa.

Question 3

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The source is an example of an anti-apartheid poster issued in Britain in the 1980s; its purpose was to encourage people to boycott any foodstuffs produced in South Africa and for sale in Britain; a variety of goods are shown to let people know of their origins; such goods include tinned fish, both canned and fresh fruit and alcohol; the poster was produced by the Anti-Apartheid Movement, which was set up to oppose the regime in South Africa; the organisation established many campaigns aimed at involving ordinary people in the struggle against apartheid; one of the most effective was the attempt to boycott foodstuffs from the 1960s; the campaign was very effective and was a factor in persuading the South African government to consider changes to its policy.

Question 4

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	6		6	

Question: **Which of the sources is more useful to an historian studying the apartheid system in the 1960s and 1970s?**
[12]

Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Both sources are of varied usefulness to an historian studying the apartheid system in the 1960s and 1970s; the sources are useful as they show an historian different aspects of the apartheid system; the cartoon in Source C is useful because it also shows the injustices and inequalities of the apartheid system; the white community enjoy the 'riches of South Africa' with plenty of food and they live well; Dr Verwoerd, the architect of apartheid, is shown throwing what he does not want over the fence to his neighbours, the black community; the cartoon portrays the blacks as being poor; they are dressed in working clothes and live in poor housing; they look on at the greed of the whites; this is a cartoon which appeared in a British newspaper, 'The Daily Mirror' in 1961; being a British source it is likely to be biased because Britain was very critical of the policy of apartheid; this was the time when the British government was rallying the Commonwealth against South Africa; it is useful to the historian because it shows how the west viewed Verwoerd's policies; Source D shows the effects of apartheid on the black population; the squatter camp at Khayelitsha on the outskirts of Cape Town is typical of the camps that sprang up outside all of South Africa's major cities; the black population was moved out of white only districts and they were forced to set up make-shift housing on the outskirts so that they could still be near a place of work; neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the apartheid system in the 1960s and 1970s.

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4	12			3

Question: **Were economic problems the main reason why apartheid came to an end in South Africa in the 1990s?**
[16+3]

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Answers will provide a reasoned analysis of the issue covering a broad range of factors; to a certain extent it can be argued that in many ways economic problems were the main reason why apartheid came to an end in South Africa in the 1990s; economic factors were an important catalyst for change; by the late 1980s South Africa's economy was in deep trouble; the international community withdrew investments and in 1986 a new range of sanctions were introduced and black unemployment in the townships doubled [25% without jobs by 1987]; growing despair led to a surge in membership of black resistance groups such as the UDF and there was an increase in violent protests; other factors, however, will also be considered such as the realisation of white leaders that change was necessary if they were to survive; Botha began the process of relaxing some apartheid laws [New Realism]; the key player was de Klerk whose speech in 1990 resulted in the unbanning of the ANC and the PAC; another main issue was the release of Mandela and other political prisoners, and the introduction of a new course; overseas opposition to apartheid over a long period of time also played its part in the eventual collapse of apartheid; international isolation in the form of sporting boycotts, for example, contributed to the eventual collapse of apartheid; it was thus a combination of factors that brought about an end to apartheid; candidates may conclude that economic problems were only partly responsible for the collapse of apartheid in the 1990s.

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

ASSESSMENT GRID FOR UNIT 2

Candidates answer all questions.

Studies in Depth – History with a European / World focus

Question	AO1	AO2	AO3	AO4	SPaG
1	4 marks		2 marks	-	
2	8 marks	-		-	
3	4 marks		4 marks	-	
4	6 marks		6 marks -	-	
5	4 marks	12 marks			3
Total	26 marks	12 marks	12 marks	-	3