For assessment from 2013

HISTORY

SPECIMEN ASSESSMENT MATERIALS
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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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into foreign and maritime affairs. [25]

Study the sources below and then answer the questions which follow.

Source A

![A picture of an Elizabethan galleon]

(a) What does Source A show you about an Elizabethan galleon? [2]

[6 x answer lines]

Source B

![A map showing the Armada's return voyage to Spain]

(b) Use the information in Source B and your own knowledge to explain why the 'Fire Ships' incident took place at Calais. [4]

[12 x answer lines]
**Source C**

Elizabeth I had many 'sea-dogs', pirates really, who were well known and adventurous men. She used their greed and bravery to increase the power of her kingdom and to fill her treasury. They used the support of the Queen to explore new lands and much wealth for themselves.

[From an internet site for school children run by Channel 4 television (2008)]

**Source D**

In the past, England's main trade was with Spain, Portugal, France, Denmark, Norway, Scotland and Iceland. Now, as sailors are not satisfied with these journeys, they have explored the East and West Indies and made promising voyages to the Canary Islands and to New Spain, China and the lands near there. From here they bring back new goods and products.


**(d)** How useful is Source D to an historian studying Elizabethan attempts at expanding trade? [6]

*[Explain your answer using the source and your own knowledge.]*

[18 x answer lines]
These two sources say different things about Drake's voyage around the world.

<table>
<thead>
<tr>
<th>Source E</th>
<th>Source F</th>
</tr>
</thead>
<tbody>
<tr>
<td>We saw the English sailors land at Guatulco and with their captain, Drake, they began to plunder the property of the merchants and those of us who live there. What was particularly disgraceful was the shamelessness with which the English sailors destroyed our sacred images and crucifixes. Then, loaded with plunder, they returned to their ships.</td>
<td>On 15 April 1579 Drake put into port at Guatulco. This was his last contact with the Spaniards on that remarkable voyage around the world. He then sailed northwards along the coast of California and found a convenient harbour. He claimed the land in the name of Queen Elizabeth. He took time to explore inland to find out about the nature of the land and meet with local tribes.</td>
</tr>
</tbody>
</table>

[An account of Drake's landing on Mexico's Pacific coast, written by a Spanish soldier in 1579.]

[From a school history text book, written by an English historian (1987).]

(e) Why do Sources E and F have different views about Drake's voyage? [8]

[In your answer you should refer to both the content of the sources and to the authors]

[24 x answer lines]
**QUESTION 2**

The Elizabethan Age was one of extremes of wealth and poverty. The illustration below shows a wealthy Elizabethan lady.

(a) Describe the lifestyle of a rich Elizabethan.  

[12 x answer lines]

(b) Explain why there was so much poverty in Elizabethan times.  

[15 x answer lines]

(c) How important was the theatre in Elizabethan times?  

[18 x answer lines]

END OF QUESTION 2

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QUESTION 3 [10+3]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Elizabeth faced many problems caused by religious controversy during her reign.

Did Elizabeth deal successfully with religious problems in her reign?

In your answer you should:

- discuss the successes that Elizabeth achieved in religious policies
- discuss any problems that Elizabeth still had to deal with in her reign

[30 x answer lines]

END OF QUESTION 3
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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STUDY IN-DEPTH
THE ELIZABETHAN AGE, 1558-1603
DRAFT MARKING SCHEME

Question 1 (a)

Target: Understanding of source material

<table>
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<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>2</td>
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</tbody>
</table>

Question: What does Source A show you about an Elizabethan galleon? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- It was a ship with many tall masts.
- It was a fighting ship.
- It was armed with cannons,
- It had a wooden hull

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tr>
<td>4</td>
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</tbody>
</table>

Question: Use Source B and your own knowledge to explain why the Fire Ships incident took place at Calais. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The source shows that the Armada was anchored in Calais, very near to Britain.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]

Needs explanation and background knowledge for highest mark.

Eg: Source B explains that the Spanish Armada was anchored in Calais. This was strategically very dangerous for Britain. The source also helps to explain the proximity of the port to the Spanish troops waiting in the Netherlands. Consequently, the decision was taken to use the strengthening wind to send fire ships into Calais harbour to destroy the threat before the Armada could be used to attack Britain.
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

Mark allocation: AO1 | AO2 | AO3
---|---|---
5 | 1 | 4

Question: How far does Source C support the view that the main reason for Elizabeth's success in foreign affairs was the activities of the sea-dogs? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; reference to content of source only. [1-2]
Eg: It tells us that the sea dogs were pirates; it tells us that the sea dogs were wealthy and adventurous.

LEVEL 2 Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]
Eg: Source C tells us that the sea dogs were important because they increased Elizabeth's power and gained lots of wealth for the Queen; the source confirms the view that the activities of the sea dogs were a very important reason for Elizabeth's success in foreign affairs.

LEVEL 3 Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]
Eg: The source supports the view that the sea-dogs were an important reason why Elizabeth had success in foreign affairs. Their activities were instrumental in bringing land and wealth to the Queen which is why she continued to support them. However, the candidates may challenge the view that Elizabeth's foreign policy was as successful as suggested. Expect some comment on the source coming from an internet site aimed at school children.
Question 1 (d)

| Target: Critical analysis and evaluation of source material; deployment of knowledge |
|-----------------------------------------------|---|---|---|
| Mark allocation: A01 A02 A03                   | 6 | 2 | 1 |
|                                               |   |   |   |

Question: How useful is Source D to an historian studying Elizabethan attempts at expanding trade? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1-2]

Eg: Source D is useful because it says that England used to trade with Europe, but now traded further away – the East and West Indies and China, for example.

LEVEL 2 Considers usefulness of the source in terms of its content. OR

Deals with some aspects of content; refers to authorship. [3]

Eg: Source D is useful because it shows how English seamen were successful at expanding trade because they were sailing further and were bringing home more goods. It was written by William Harrison in his Description of England in 1586.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Source D, written at the time, is a useful first-hand account of how proud contemporary Elizabethans were of the achievements of their seamen in expanding trade, just before the conflict with the Armada. It is useful because it was written by a person who was a well-known clergyman and traveller.

LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source. [6]

Eg: Source D, written at the time by a person who was a traveller, provides useful evidence of the success of Elizabethan seamen in an ever-expanding world. It was written in order to record these achievements and to inform people then and now. As such, Source D should be very useful to an historian studying the success of Elizabethan attempts at expanding trade, used alongside other historical evidence.
Question 1 (e)

<table>
<thead>
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<th>Target:</th>
<th>Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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**Question:** Why do Sources E and F have different views about Drake's voyage? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg: Source E tells us that Drake landed at Guatulco and plundered the area. Source F also says that Drake landed at Guatulco but then sailed northwards and claimed some land on behalf of Queen Elizabeth and explored the area.*

**LEVEL 2** Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

*Eg: In Source E, the Spaniard who wrote the account is obviously biased against Drake and the English sailors. This is because there was intense rivalry between England and Spain at the time. He refers only to the plunder carried out by the English (they may just have been restocking their ships) and to the fact that the English sailors destroyed the sacred images and crucifixes. This last comment reflects a further rivalry – that between Catholic Spain and Protestant England. Answers may comment on the date of each source as a reason for difference.*

**LEVEL 3** Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

*Eg: The author of Source E has written an account which sees the English landing at Guatulco from the Spanish point of view. Source F is written from the English point of view. The author here makes no reference to any act of plunder at Guatulco. The English historian is concerned with the positive achievements of Drake and the English sailors – exploration and the conquest of new land for the English crown. Answers should comment on the fact that one author has reached an interpretation using hindsight.*
LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here

*Eg: The two sources provide clearly contrasting views about Drake’s voyage. Answers should consider how and why these views have been produced. Answers should discuss the differences between contemporary views and those of later interpreters. The author of Source E is definitely affected by the conditions in which he is writing, when there was intense rivalry between Spain and England in 1579, for religious and diplomatic reasons. The author of Source F is an English historian, writing in 1987, who has formed an interpretation from a more reasoned and distant perspective. Research will have been done on the evidence and a more balanced view will have been reached.*
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features

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<td>4</td>
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</tbody>
</table>

Question: Describe the lifestyle of a rich Elizabethan. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

Eg: Rich Elizabethans lived in grand houses and were very well off.

LEVEL 2 A more detailed and accurate description. [3-4]

Eg: Rich Elizabethans had prospered from trade or from acquiring estates after the dissolution of the monasteries. Some built grand houses with huge windows, like Hardwick Hall in Derbyshire (‘more glass than wall’), and they had neat formal gardens, like St Fagan’s. The rich dressed in fine clothes; they could hunt; and they could afford to hire their own bands of itinerant entertainers.

Question 2(b)

Target: Recall and deployment of knowledge; explanation of historical features and characteristics

<table>
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<th>AO2</th>
<th>AO3</th>
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<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Question: Explain why there was so much poverty in Elizabethan times. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: Sheep farming had put people out of work because there were not many people needed to look after sheep.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]

Eg: There was a lot of poverty in Elizabethan times because arable land was turned over to sheep grazing as there was considerable profit to be made from the cloth industry, which was booming at this time. Fewer people were needed to work the land and so they became unemployed and poor. This was also a time when there was a considerable rise in population. There was just not enough work for people.

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]

Eg: Elizabeth was very careful with money; she didn’t want to waste money on warfare; soldiers were demobilised after the threat from Spain eased, but had no work. Changes in farming such as enclosures were having an effect. There was a lot of poverty because there were very few organised ways of helping the poor until the 1601 Poor Law Act.
Question 2(c)

Question: How important was the theatre in Elizabethan times? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

Eg: the Elizabethan theatre attracted large audiences. It was a very popular form of entertainment.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

Eg: in Elizabethan times, people liked to attend the London theatres. It was cheap to be entertained at venues like the Rose and Swan/the Curtain/the Theatre/the Globe. Playwrights and actors appealed to the people at the time.

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

Eg: The theatre was very important in Elizabethan times. Elizabethan people were greatly amused at the theatre; the plays of authors like Shakespeare appealed to the people and so did actors like Richard Burbage and Will Kempe. The theatre was unpopular with some because of the presence of pick-pockets and fear of spreading the plague; many town authorities saw the theatre as a public order nuisance and passed laws controlling bad behaviour.
Question 3

Did Elizabeth deal successfully with religious problems in her reign? [10+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: simple yes / no answer – her Church of England satisfied most of the people most of the time / the Catholics plotted against her.

**LEVEL 2**

To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks:  A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks:  A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that Elizabeth generally dealt successfully with religious problems during her reign because her 'middle way' Act of Settlement created a Church of England that satisfied the majority of people in England. However, there were people like the Catholics who would not have seen her policy as successful.

**LEVEL 3**

To distinguish between 6 and 8 marks apply the following: [6-8]

For 6-7 marks:  A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 8 marks:  A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. Elizabeth's religious policy has to be seen as quite successful. After her excommunication in 1570, the people of England rallied around her. The Catholic plots for the most part were quelled, with the execution of Mary, Queen of Scots, putting an end to serious threats from the Catholics. In order to win over the people of Wales to her religious changes, she allowed the translation of the Bible into Welsh. However, the Elizabethan Religious Settlement was challenged at the end of her reign with the emergence of Puritanism.
LEVEL 4  
To distinguish between 9 and 10 marks apply the following:  

[9-10]  
For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.  
For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant historical contextual support.  
The Level 4 descriptor for quality of written communication may be considered here.  

Eg: Answers will clearly evaluate the issue in the question. Answers might take issue with the idea of 'success.' Expect reference to successful aspects of Elizabeth's religious policy but also expect reference to the fact that Catholic worship was not always eliminated during Elizabeth's reign: the Act of Uniformity was often ignored and increasingly Recusancy fines were levied. When John Penry was hanged in 1593, the Puritans had a martyr and this may have strengthened the Puritan beliefs. Elizabeth dealt adequately with religious problems during her reign, but not always successfully.  

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.  

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
</tbody>
</table>
GCSE
HISTORY (ROUTE A and ROUTE B)
UNIT 1/UNIT 2: Popular Movements in Wales and England, 1815-1848
SPECIMEN PAPER
(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into the causes of rural protest. [25]

Study the sources below and then answer the questions which follow.

Source A

A map showing turnpike trusts near Carmarthen

(a) What does Source A show you about turnpike trusts? [2]

[6 x answer lines]

Source B

A chart showing what happened to the Swing rioters

(b) Use the information in Source B and your own knowledge to explain why many of the Swing rioters were harshly punished. [4]

[12 x answer lines]
Source C

[A drawing from a London newspaper of the Rebecca Riots. This was published in 1843]

(c) How far does Source C support the view that the Rebecca rioters were violent troublemakers? [5]

Source D

As the month of November advanced, dissatisfaction spread throughout the countryside. Setting fire to corn stacks and barns spread rapidly from Kent through much of southern England. Riotous mobs were at the same time destroying threshing machines, threatening gentlemen's houses, demanding money and an increase in wages.

[From the diary of Mary Frampton, the wife of a rich farmer from Dorset, in Southern England (November 1830)]

(d) How useful is Source D to an historian studying the Swing Riots? [6]

[Explain your answer using the source and your own knowledge].

[18 x answer lines]
These two sources say different things about the causes of the Rebecca Riots.

**Source E**

The main cause of the mischief is beyond doubt the poverty of the farmers. They have become upset at every tax and burden they have been called upon to pay. The discontent has burst into a flame.

[Thomas Campbell Foster, a journalist sent to report on the Rebecca Riots by the London newspaper, *The Times* (December 1843)]

**Source F**

In the summer of 1839 the farmers of west Wales were very unhappy. They were disturbed by the news that Thomas Bullin had been granted permission to place more tollgates on the roads. These new tollgates would increase their costs and reduce any income.

[From a website on the Rebecca Riots, created for primary school pupils (2007).]

(e) Why do Sources E and F have different views about the causes of the Rebecca Riots? [8]

[In you answer you should refer to both the content of the sources and to the authors]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

Wales and England in 1815 faced many problems. The illustration below shows the passing of the Corn Laws.

(a) Describe any two problems that existed in Wales and England in 1815. [4]

[12 x answer lines]

(b) Explain why the March of the Blanketeers took place in 1817. [5]

[15 x answer lines]

(c) How important was Henry 'Orator' Hunt in the Radical movement? [6]

[18 x answer lines]

END OF QUESTION 2
QUESTION 3 [10+3]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

There were many industrial protests in Wales in the 1830s.

Did industrial protest in Wales in the 1830s achieve any success?

In your answer you should:

- discuss any successes achieved by Welsh industrial protests in the 1830s
- discuss ways in which the Welsh industrial protests of the 1830s failed

[30 x answer lines]

END OF QUESTION 3
STUDY IN-DEPTH

POPULAR MOVEMENTS IN WALES AND ENGLAND, 1815-1848

DRAFT MARKING SCHEME

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

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<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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STUDY IN-DEPTH
POPULAR MOVEMENTS IN WALES AND ENGLAND, 1815-1848
DRAFT MARKING SCHEME

Question 1 (a)
Target: Understanding of source material
Mark allocation: AO1 AO2 AO3

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<td>2</td>
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</table>


Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- The source shows that there were lots of turnpike trusts.
- Award one mark for naming a trust.
- There were ten different turnpike trusts in the Carmarthen area.
- Many of these trusts’ roads centred on Carmarthen itself.

Question 1 (b)
Target: Understanding of source material; recall and deployment of own knowledge
Mark allocation: AO1 AO2 AO3

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</table>

Question: Use Source B and your own knowledge to explain why many of the Swing rioters were harshly punished. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]
Eg: The source says that the Swing rioters were transported, imprisoned or even fined, whipped or executed. Some were set free.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]
Needs explanation and background knowledge for highest mark.
Eg: Source B helps to explain that the rioters were dealt with very harshly – 644 were imprisoned, 505 were transported (to Australia) and a number were executed. The implication is that the punishments were harsh in order to set an example to others and to prevent a recurrence of rioting in Southern England. Some might argue that the source actually supports the view that many people were wrongly arrested and were consequently set free.
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

Mark allocation: AO1 | AO2 | AO3
--- | --- | ---
5 | 1 | 4

Question: How far does Source C support the view that the Rebecca Rioters were violent troublemakers? [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; reference to content of source only. [1-2]

*Eg:* It tells us that the Rebecca rioters used sticks poles to smash down gates and hit soldiers and policemen; they look very violent.

**LEVEL 2** Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

*Eg:* Source C tells us that the Rebecca Rioters were violent because it shows armed rioters being goaded by a leader on a horse smashing a tollgate to get at the soldiers behind it; their faces look evil and nasty. In this way the source can be used to support the view that the Rebecca Rioters were violent troublemakers.

**LEVEL 3** Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

*Eg:* The source supports the view that the Rebecca Riots were violent events. Everything in the drawing supports this view, including the weapons, the actions and the disguises. The candidates may point out that both sides used violent tactics and that this is a drawing from a newspaper which may sensationalise things although other evidence does tend to back up the violent issue.
Question 1 (d)

Target: Critical analysis and evaluation of source material; deployment of knowledge

Mark allocation: AO1 2 AO2 1 AO3 3

Question: How useful is Source D to an historian studying the Swing Riots?  

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer; paraphrases content of source.  
Eg: Source D is useful because it says that corn stacks and barns were burned and threshing machines were destroyed in Southern England.

LEVEL 2  Considers usefulness of the source in terms of its content.  
OR  
Deals with some aspects of content; refers to authorship.  
Eg: Source D is useful because it shows how the Swing rioters reacted. They even threatened gentlemen’s houses and demanded money and higher wages. The source was written by the wife of a gentleman farmer in November 1830.

Deals with content of source well and begins to consider origin or purpose of source.  
Eg: Source D, written at the time, is a useful first-hand account of what the Swing rioters did. It shows an historian what the grievances of the rioters were. It is useful because it was written by a person who actually may have witnessed the events and who saw things from the perspective of the landowners.

LEVEL 3  Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source.  

Gives a reasoned and balanced evaluation, considering usefulness in terms of issues such as content, origin and purpose of source.  
Eg: Source D, written at the time by a person who was educated enough to record the events, is useful evidence from the point of view of the landowners/the gentlemen farmers. It was written in order to record the events at the very time that they happened, but it is biased: Mary Frampton refers to the ‘riotous mobs’ and shows no sympathy for the Swing rioters who, after all were poor farmers or farm labourers. Source D should be very useful to an historian studying the Swing Riots, when used alongside other historical evidence.
Question 1 (e)

<table>
<thead>
<tr>
<th>Question:</th>
<th>Why do Sources E and F have different views about the causes of the Rebecca Riots?</th>
</tr>
</thead>
</table>

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here.  
Eg: Source E tells us that the main cause of the Rebecca riots was because the farmers were poor. Source F says that the Rebecca rioters didn’t like the tollgates.

LEVEL 2  Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here.  
Eg: In Source E, the author is convinced that poverty is the main cause. He feels that this is made worse because of taxes and other financial burdens. He is a journalist from London. Source F takes a different view: the source focuses on the issue of tollgates as the main cause.

LEVEL 3  Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here.  
Eg: The author of Source E was Thomas Campbell Foster, a Times journalist who reported on the riots for his London readers. He would have had a real insight into the conditions of the time and is likely to have talked to many people in the area. Source F is from a website aimed at primary school people. The extract is short and only focussed on one issue. The website is likely to have highlighted tollgates as a cause because they were a particular focus of grievance and perhaps easier for primary schools pupils to understand than some of the more complicated reasons. Answers may comment on the date of each source as a reason for difference of view.
LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here.

Eg: The two sources provide clearly contrasting views about the causes of the Rebecca Riots. Answers should consider how and why these views have been produced. Answers should discuss the differences between contemporary views and those of later interpreters. The author of Source E is giving an involved view of the main causes focussing on the general cause of poverty. The view is likely to be accurate as he was a respected journalist who was writing for a reputable newspaper. He would have had contact with local people. The authors of Source F are constructing a website for primary school children from a more reasoned and distant perspective. Research will have been done in order to create the interpretation but the nature of the target audience might suggest that the purpose of the website is more to entertain and engage the children than to look at the more in-depth causes of revolt.
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features

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Question: Describe any two problems that existed in Wales and England in 1815. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: Wales and England were in a very poor state after many years of warfare.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: 1815 saw the end of the French Wars, which had lasted for more than twenty years. Wales and England had to adjust from a wartime economy to a peacetime one. The population was increasing rapidly. 200,000 soldiers had to be demobilized. There was industrial discontent and there was a series of bad harvests.

Question 2(b)

Target: Recall and deployment of knowledge; explanation of historical features and characteristics

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Question: Explain why the March of the Blanketeers took place in 1817. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: Unemployed workers from Manchester wanted to draw attention to their plight.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]
Eg: There was a great deal of unemployment after the end of the French Wars. Factories had lost their contracts to supply soldiers with uniforms. Unemployed textile workers from Manchester were desperate for work and wanted to petition the government for work. They organised a mass meeting at St Peter's Field and, equipped with blankets, they planned to march to London to present a petition, asking for work.

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]
Eg: The 'Blanketeers' may well have been inspired by the developing Radical movement and by the fact that a mass meeting and demonstration had already taken place – the Spa Fields meeting in 1816. These factors had shown that the 'working class' could organise themselves in protest against unemployment.
Question 2(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 AO2 AO3

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Question: How important was Henry 'Orator' Hunt in the Radical movement? [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

*Eg: Hunt was a good speaker and a leader in the Radical movement.*

**LEVEL 2** Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

*Eg: Henry Hunt spoke at the first Radical meeting after the end of the French Wars. This was the Spa Fields meeting, where Hunt called for the vote for all adult men, lower taxes and the reform of parliament. These were the demands of the Radicals at the time.*

**LEVEL 3** Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

*Eg: Henry Hunt was important because he managed to get the Radical message across through his ability as an orator. An example is his appearance at the St Peters Field meeting in 1819. Hunt was also important because he highlighted the Radical demands which, when addressed, led to improvements for working people later on.*
Question 3

**Target:** Recall and deployment of knowledge; analysis of key concepts; quality of written communication

**Mark allocation:**

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<thead>
<tr>
<th>AO1</th>
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<th>AO3</th>
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<td>6</td>
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</table>

**Question:**

Did industrial protest in Wales in the 1830s achieve any success? [10+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Answers will agree that the Merthyr Rising and the Chartist Rising in Newport failed.

**LEVEL 2**

To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will agree that industrial protest didn't achieve any success in Wales. The Merthyr Rising failed. Dic Penderyn was hanged and up to 28 workers were killed. The Newport Rising also failed. Poor leadership and bad weather conditions combined to defeat the threat from Chartism.

**LEVEL 3**

To distinguish between 6 and 8 marks apply the following: [6-8]

For 6-7 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, many of the workers' grievances continued and the ironmasters continued to dominate towns like Merthyr. The determination of the authorities to stamp out industrial protest continued. However, there was some success in that Merthyr had its own MP from 1832 and the government abolished the truck system. In addition incidents like he Newport Rising made the government take note; it was regarded as a serious threat – an insurrection.
LEVEL 4  To distinguish between 9 and 10 marks apply the following: [9-10]
For 9 marks: A reasoned two sided answer with good balance, using mostly
accurate and relevant contextual support.
For 10 marks: A reasoned two sided answer with good balance, using fully
accurate and relevant contextual support.
The Level 4 descriptor for quality of written communication may be
considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers may
suggest that in hindsight, the industrial protests of this period had a degree of
success. It has been claimed that, at Merthyr in 1831, a Welsh working-class
was born and Chartism was able to organise and lead workers’ protest more
effectively and lead on to later achievements. Chartism appealed strongly to
the workers in Wales and England and it did give them a way of seeking
improvements. Expect reference to the granting of most of the Six Points of
the Charter in time.

Examiners are expected to award marks for spelling, punctuation and the accurate use of
grammar in this question.

<table>
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<tr>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
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</tr>
<tr>
<td>Intermediate performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>2 marks</td>
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</tr>
<tr>
<td>High performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
<tr>
<td>3 marks</td>
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</table>
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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into industry and unrest in Wales in the early twentieth century. [25]

Study the sources below and then answer the questions which follow each source.

Source A

[A map showing the main slate producing areas in North Wales]

(a) What does Source A show you about the slate industry in North Wales? [2]

[6 x answer lines]

Source B

There was lots of tension in the town of Llanelli. Following the shooting of two young men, by government troops, the town erupted into a night of violence. One man was killed when a railway truck exploded and three more died later from their injuries.

[From a history text book]

(b) Use the information in Source B and your own knowledge to explain why there was violence in Llanelli in 1911. [4]

[12 x answer lines]
Source C

I have provided men with the means to pay for food and clothing for themselves and their families. I have done more for the happiness and well-being of colliery workers in South Wales than any other coal-owner. I have only ever used my wealth and influence to do good for the people of South Wales.

[D.A Thomas, the owner of the Cambrian Combine, giving an interview to a newspaper, The South Wales Daily News, in 1916]

(c) How far does Source C support the view that the main cause of the unrest in South Wales was the unpopularity of men like DA Thomas? [5]

Source D

Eventually the strike had to come to an end. In the last months of the three-year strike it was clear to the quarrymen and their leaders that they had no hope of winning. Lord Penrhyn, even without his quarries, had a large income so there was no hardship for him. The quarrymen had no answers. Some decided to move to South Wales where the coalfields gave them work. Some quarrymen migrated to the USA. For those workers who stayed in North Wales, there was hardship and near starvation. The Penrhyn Lockout in the end meant defeat for everybody. The slate industry never recovered.

[From a school text-book written by historian G. E. Jones, People, Protest and Politics:]

(d) How useful is Source D to an historian studying the Penrhyn Lockout? [6]  
[Explain your answer using the source and your own knowledge.]

[18 x answer lines]
These two sources say different things about the Tonypandy riots.

### Source E

When I reached Tonypandy the rioting had been going on all through the night. The rioting had begun after the owners had attempted to bring blackleg labour to work in the Llwynypia colliery. I saw in action that day the horrid actions of the government and the coal owners backed by police and armed troops, against miners who asked no more than a wage a little over starvation level.

[From the autobiography of Arthur Horner, the South Wales miners' leader, *Incorrigible Rebel* (1960)]

### Source F

Lots of the rioters got completely out of hand. Stone throwing became general and urgent messages were sent to the police headquarters at Tonypandy for reinforcements. There was a total of 100 police against 3-4,000 desperate rioters. It became necessary to call in the military. They charged and dispersed the rioters and then the police had little difficulty in clearing the streets.

[From D. Evans, an historian writing in a book sponsored by the coal owners, *Labour Strife in the South Wales Coalfield*, (1911)]

(e) Why do Sources E and F have different views about the Tonypandy riots? [8]

[In your answer you should refer to both the content of the sources and to the authors]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2 [15]

The Suffragettes campaigned for votes for women. The photograph below shows a Suffragette trying to gain publicity for the cause.

(a) Describe any two methods used by the Suffragettes to win the vote for women. [4]

[12 x answer lines]

(b) Explain why old age pensions were introduced by the government in 1909. [5]

[15 x answer lines]

(c) How important for Welsh language and culture was the work of Sir O.M. Edwards? [6]

[18 x answer lines]

END OF QUESTION 2
**QUESTION 3**

*Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.*

The First World War had a great impact on the lives of the people of Wales and England.

Did the First World War have a mostly negative effect on the lives of the people in Wales and England?

*In your answer you should:*

- discuss any negative effects of the First World War on the lives of the people of Wales and England
- discuss any positive effects of the First World War on the lives of the people of Wales and England

*[30 x answer lines]*

**END OF QUESTION 3**
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

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STUDY IN-DEPTH
WALES AND ENGLAND IN THE EARLY TWENTIETH CENTURY, 1900-1919

DRAFT MARKING SCHEME

Question 1 (a)

Target: Understanding of source material

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Question: What does Source A show you about the slate industry in North Wales? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

The source shows that there were lots of slate quarries. There were lots of railways. There were major slate quarries at Bethesda, Penrhyn and Dinorwic. These were linked to the ports on the coast by rail so that the slate could be exported.

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

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Question: Use Source B and your own knowledge to explain why there was violence at Llanelli in 1911. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]
Eg: The source shows that workers rioted and people were killed after two young men were shot in the town.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]
Needs explanation and background knowledge for highest mark.
Eg: Source B helps to explain the outbreak of violence as it refers to the tension that existed in the town of Llanelli in 1911. A railway truck is mentioned and this alludes to the root cause of the tension, the strike by railwaymen. The source also shows that troops were called in to restore order, shots were fired and two innocent men were killed. This shooting was the catalyst that set off a night of serious rioting in the town.
Question 1 (c)

| Target: Analysis and evaluation of source material; reaching supported judgements |
|---------------------------------|-----------------|-----------------|-----------------|
| Mark allocation: AO1 AO2 AO3 |
| 5 | 1 | 4 |

**Question:** How far does Source C support the view that the main cause of the unrest in South Wales was the unpopularity of men like DA Thomas? [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; reference to content of source only. [1-2]

_Eg:_ It tells us that DA Thomas was a man who only did good things for his workers; he tried to make the lives of the miners better.

**LEVEL 2** Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

_Eg:_ Source C tells us that DA Thomas was always concerned with making life better for his workers and their families; because it obviously shows Thomas in a good light, the source does not support the view that the unpopularity of the coal owners was the main cause of the unrest in South Wales.

**LEVEL 3:** Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

_Eg:_ The source does not support the view that DA Thomas and men like him were responsible for the unrest in the area. The source is Thomas’ own view and credit references to the fact that it is obviously biased. Candidates may well suggest that, contrary to the source, the attitude of men like Thomas were fundamental to the outbreaks of unrest in towns like Tonypandy in 1910.
Question 1 (d)

Target: Critical analysis and evaluation of source material; deployment of knowledge

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<td>3</td>
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</table>

Question: How useful is Source D to an historian studying the Penrhyn Lockout?

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1-2]
Eg: Source D is useful because it says that the Lockout lasted for three years and that the quarrymen had no hope of winning; many of them left North Wales.

LEVEL 2 Considers usefulness of the source in terms of its content.
OR Deals with some aspects of content; refers to authorship. [3]
Eg: Source D is useful because it tells us who was involved in the dispute – the quarrymen and Lord Penrhyn; and what the results were – defeat for the quarrymen but also disaster for the slate industry and its communities. The source was written by G. E Jones in a school text-book.

Deals with content of source well and begins to consider origin or purpose of source. [4]
Eg: Source D is useful secondary evidence about the results of the Penrhyn Lockout. It shows an historian that the results of the Lockout were disastrous – the slate industry never recovered and quarrymen moved to South Wales, to work in the coal industry, or even emigrated to the USA. The source is useful because it was written by an historian who was actually commissioned to write this book and he would have looked at lots of primary and secondary evidence about industrial conflict in C20th Wales.

LEVEL 3: Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source. [6]
Eg: Source D was written as a school text book to inform GCSE pupils about events in Wales in the C20th. The book is likely to be accurate and factual about the Penrhyn Lockout. Source D should be very useful to an historian studying the results of the Penrhyn Lockout, but it should be used along with other evidence on the event.
Question 1 (e)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication</th>
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<tr>
<td>Mark allocation:</td>
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Question: Why do Sources E and F have different views about the Tonypandy Riots? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**
Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg: Source E tells us that rioting had been going on in Tonypandy all night. Source F says that 100 police had to face 3-4,000 desperate rioters.*

**LEVEL 2**
Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

*Eg: In Source E, the author shows concern from the workers' point of view. His sympathy is with the miners: he refers to the blackleg labour that had been brought in to the colliery, when the miners had gone on strike, and to the 'vicious alliance' between the coal owners and the police and troops that had been brought in to restore order. The author of Source F is more concerned from the point of view of the coal owners and the peace-keepers. Source F was written by D. Evans on behalf of the coal owners.*

**LEVEL 3**
Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

*Eg: In Source E, the author shows concern from the workers' point of view. His sympathy is with the miners: he refers to the blackleg labour that had been brought in to the colliery, when the miners had gone on strike, and to the 'vicious alliance' between the coal owners and the police and troops that had been brought in to restore order. The author of Source E was the South Wales miners' leader. His views are coloured by that fact. The author of Source F is more concerned from the point of view of the coal owners and the peace-keepers. Source F was written by D. Evans on behalf of the coal owners. His views are similarly one-sided; he refers positively to the achievements of the police who 'had little difficulty in clearing the streets' and negatively to the rioters who 'had got completely out of hand'.*
LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here.

Eg: The two sources provide clearly contrasting views about the Tonypandy riots. Answers should consider how and why these views have been produced. Answers should discuss the differences between contemporary views and those of later interpreters. Answers may comment on the date of each source as a reason for difference.

The author of Source E was a South Wales miners' leader. The very title of his autobiography, Incorrigible Rebel, suggests that he holds strong opinions. He would view the events in Tonypandy from a particular perspective as he is obviously going to be on the miners' side. The author of Source F was sponsored by the coal owners to write a book in 1911. He had to conform to the view of the coal owners, who may have wanted to justify their role in the events at Tonypandy in 1910. In this way, his interpretation, although written with some hindsight, is going to support the actions of the coal owners.
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features

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Question: Describe any two methods used by the Suffragettes to win the vote for women. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer with weak or implied points made. [1-2]
Eg: They used violent methods.

LEVEL 2  A more detailed and accurate description. [3-4]
Eg: The Suffragettes interrupted public meetings, chained themselves to railings, poured acid on golf courses, broke shop windows, placed a bomb in Westminster Abbey and set fire to public buildings, for example. However, they also used more peaceful means: for example, they published their own newspaper, Votes for Women.

Question 2(b)

Target: Recall and deployment of knowledge; explanation of historical features and characteristics

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Question: Explain why old-age pensions were introduced by the government in 1909. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer; only one reason given OR description only. [1-2]
Eg: Pensions were introduced to give money to people in old age and to save them from going to the workhouse.

LEVEL 2  More detailed and accurate explanation; explains more than one reason. [3-4]
Eg: The reports of Rowntree and Booth on poverty in York and in London soon after 1900, showed that there was considerable hardship and poverty faced by many poor people, especially in old age. Old-age pensions were introduced to help people over the age of 70 because this age group was often extremely poor. The pension was introduced to remove the immediate threat of the workhouse and resort to charity for this age group.

LEVEL 3  Full explanation: focussed and explaining a range of factors. [5]
Eg: As well as references to poverty, answers should emphasise that the Liberal governments of the day had a strong commitment to social reform. As Chancellor of the Exchequer from 1908, David Lloyd George was determined to introduce this radical social reform. Old-age pensions were an early step towards the setting up of a welfare state.
Question: How important for Welsh language and culture was the work of Sir O.M. Edwards? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

Eg: He was a school inspector and supported the Welsh language.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

Eg: Sir O.M. Edwards was appointed the first Chief Inspector of Schools in Wales from 1907. He was important because he considered it to be his life’s work to make the Welsh language and culture more popular. He encouraged the use of the Welsh language in the primary schools of Wales and encouraged the recognition of Welsh as a full subject in the secondary schools. He also wrote a series of travel books in Welsh and established several successful Welsh magazines, so that his work for Welsh language and culture was far-reaching.

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

Eg: Although Sir O.M. Edwards did very important work with regard to Welsh language and culture, he was only partially successful – some areas did allow Welsh language teaching and Welsh was recognised as an examination subject, but English remained the dominant language in all the schools of Wales, especially the grammar schools, for many years. However, his legacy was to be inherited by his son, Sir Ifan ab Owen Edwards, who was to form Urdd Gobaith Cymru in the 1920s.
Question 3

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

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<td>6</td>
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Question: Did the First World War have a mostly negative effect on the lives of all the people in Wales and England? 

Use 0 for incorrect or irrelevant answers.

LEVEL 1  
Generalised answer; very limited response which offers little support  
The Level 1 descriptor for quality of written communication may be considered here.  

Eg: Yes / no – loved ones were killed or women gained more opportunities.

LEVEL 2  
To distinguish between 3 and 5 marks apply the following:  

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.  

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.  
The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that life in wartime had to be tough. Expect references to the fact that life on the Western Front proved to be tremendously challenging and there was a high death rate. At home, even though there were far more opportunities in employment for women, they were paid only half the rate of men. Additionally, people suffered from shortages at the end of the war.

LEVEL 3  
To distinguish between 6 and 8 marks apply the following:  

For 6-7 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.  

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.  
The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will give examples of mostly bad experiences but will begin to look at more positive aspects. Expect references to people's views of war changing as the fighting dragged on, when conscription was introduced from 1916, and when families lost more and more loved ones. Many people's disillusionment with the long-lasting war was reflected in the words of the 'war poets'.
LEVEL 4  

To distinguish between 9 and 10 marks apply the following:  

9-10 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.  

For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support. 

For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support. 

The Level 4 descriptor for quality of written communication may be considered here. 

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss many aspects of life on the home front in World War One with a balanced look at good and bad features. People pulled together during the war as never before; men were quite willing to join up at the start of the war as posters encouraged them to take free travel! DORA generally kept up the morale of the people and women were given more opportunities in employment, allowing them to obtain more independence. Government changes improved the lot of the farmers and agricultural labourers.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
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<tr>
<td><strong>Threshold performance</strong></td>
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<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
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<tr>
<td><strong>Intermediate performance</strong></td>
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<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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<tr>
<td><strong>High performance</strong></td>
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<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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</tbody>
</table>
GCSE HISTORY (ROUTE A and ROUTE B)

UNIT 1/UNIT 2: Depression, War and Recovery, 1930-1951

SPECIMEN PAPER

(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. **These are question 1(e) and question 3.**

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into life during the Depression years. Study the sources below and then answer the questions which follow.

Source A

[A photograph showing unemployed workers marching to London in 1936]

(a) What does Source A show you about hunger marches?[2]

[6 x answer lines]

Source B

[An advertising poster (1936)]

(b) Use the information in Source B and your own knowledge to explain why the cinema became a popular entertainment in the 1930s.[4]

[12 x answer lines]
Source C

A massive financial crisis in the USA, known as the Wall Street Crash, led to the collapse of not only the economy of the USA, but also that of Britain and other European countries. This was the beginning of the Great Depression. The decline of industries in Wales and England led to huge unemployment.

[From a school history textbook written in 1997]

(c) How far does Source C support the view that the Great Depression in Britain was caused by problems in the USA? [5]

[15 x answer lines]

Source D

For women in the Rhondda Valleys the unemployment of their husbands and sons has meant more work for them. The men are indoors sometimes all day and in the way most of the time. Overshadowing all of this is the problem of making ends meet on a small budget, of feeding, clothing and housing a much less cheerful family on a much smaller income. Unemployment for their men-folk has meant a huge strain on women.

[From an official report of the Council of Social Service, which dealt with the problems facing women in areas of high unemployment (1935)]

(d) How useful is Source D to a historian studying the role of women in the Depression? [6]

[Explain your answer using the source and your own knowledge.]

[18 x answer lines]
These two sources say different things about the impact of the Depression years.

<table>
<thead>
<tr>
<th>Source E</th>
<th>Source F</th>
</tr>
</thead>
<tbody>
<tr>
<td>It wasn't all sad in the Depression. We had lots of laughs. Everyone was in the same situation. There was always someone whistling or singing. We had no radio, but there was always life. A lot of people in the street went on holiday – camping or to Barry Island. We always had plenty of food. There was always plenty of food in the shops as long as you had money to buy it. [Mrs Catherine Reason, who was a young mother in Cardiff during the 1930s, remembering her experiences in an interview for a book on women in the Depression (1986)]</td>
<td>The 1920s and 1930s were years of long-term unemployment and deep poverty. The problems in the depressed areas like South Wales and the North-East of England continued to affect the lives of millions of working-class families. [From Keith Laybourn, writing in a history book about life in the 1930s, called Britain on the Breadline (1990)]</td>
</tr>
</tbody>
</table>

(e) Why do Sources E and F have different views about the Depression? [8]
[In your answer you should refer to both the content of the sources and to the authors]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

The British government introduced a policy of evacuation in 1939. The photograph below shows evacuees leaving Glasgow.

(a) Describe what happened during evacuation. [4]

[12 x answer lines]

(b) Explain why the government introduced rationing. [5]

[15 x answer lines]

(c) How successful were the government’s methods of maintaining morale during the Second World War? [6]

[15 x answer lines]

END OF QUESTION 2

15
QUESTION 3

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

After World War II ended in 1945, the Labour government faced many social problems.

Did the Labour governments of 1945-1951 deal successfully with the social problems of the time?

In your answer you should:

- discuss any successes that the Labour governments had from 1945-1951
- discuss any issues that were not tackled successfully by the Labour governments from 1945-1951

[30 x answer lines]

END OF QUESTION 3
STUDY IN-DEPTH

DEPRESSION, WAR AND RECOVERY, 1930-1951

DRAFT MARKING SCHEME

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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Question 1 (a)

<table>
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<tr>
<th>Target:</th>
<th>Understanding of source material</th>
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<td>Mark allocation:</td>
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Question: What does Source A show you about hunger marches? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

The source shows workers marching through a village holding a banner.
Source A shows unemployed workers from Jarrow.
The group look organised.
The group are marching through a village to London, to ask the government for work.

Question 1 (b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material; recall and deployment of own knowledge</th>
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Question: Use Source B and your own knowledge to explain why the cinema became a popular entertainment in the 1930s. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]
Eg: People went to the cinema to watch films and enjoy themselves.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]
Needs explanation and background knowledge for highest mark.
Eg: Source B helps to explain that cinemas like the Palladium were purpose-built in the popular style of the day. The source also helps to explain other issues such as the grandeur of the buildings, and the regularity of the screenings. Answers may also add that people went to the cinema regularly as it was cheap and comfortable.
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

Mark allocation: AO1 AO2 AO3

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Question: How far does Source C support the view that the Great Depression in Britain was caused by a financial crisis in the USA? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; reference to content of source only. [1-2]

Eg: It tells us that there was the Wall Street Crash and this was the beginning of the Great Depression.

LEVEL 2 Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

Eg: Source C tells us that the financial crisis in the USA led to the collapse of Britain’s economy, as well as that of other industrial powers; the source confirms that the Wall Street Crash was the cause of the Great Depression in Britain.

LEVEL 3: Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

Eg: The source supports the view that the Great Depression was started by the financial crisis in the USA. This was started by the Wall Street Crash and it had a big impact on the industrial powers like Britain, because we had come to depend on the USA for loans and for markets for our products; but the decline in British heavy industry had started before 1929 - the coal and steel industries in Wales and England were already in decline, the Crash served to make the existing downturn even worse; credit reference to an accurate quotation from a history text book for schools.
Question 1 (d)

Target: Critical analysis and evaluation of source material; deployment of knowledge

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Question: How useful is Source D to an historian studying the role of women in the Depression?  

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer; paraphrases content of source.  

Eg: The source tells us that there was mass unemployment in the Rhondda and that there was a huge strain on women.

LEVEL 2  Considers usefulness of the source in terms of its content. OR  
Deals with some aspects of content; refers to authorship.

Eg: Source D is useful because it tells us that, because of the massive unemployment in the Rhondda, husbands and sons were unemployed and spent most of their time indoors. This meant there was a huge strain on women because their daily routine was interrupted, as they struggled to 'make ends meet'. The source is from an official report.

Deals with content of source well and begins to consider origin or purpose of source.

Eg: The source gives a graphic insight into the effect of mass unemployment during the Depression and of its effect on a family, especially, the mother. The source is useful because it is from an official report which looked into the problems facing women in 1935, when the problems of mass unemployment were at their worst. The Council of Social Service would have been concerned with the well-being of society.

LEVEL 3: Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source.

Eg: Source D is useful to an historian studying women during the Depression because it was produced in order to show the effect of the Depression on women in areas of high unemployment, like the Rhondda Valleys. It provides useful detail from the time. However, an historian would have to look at other evidence, too, such as the effect of the Depression on the ship-building area of N-E England, in order to get a fuller picture.
Question 1 (e)

**Target:** Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

**Mark allocation:**

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</table>

**Question:** Why do Sources E and F have different views about the Depression? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg:* Source E tells us that life wasn’t all bad and that people had a good time. Source F says that it was a bad time with lots of people unemployed and poor.

**LEVEL 2** Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

*Eg:* In Source E, Mrs Reason recalls that in the Depression people were not all sad, because everyone was in the same situation. She paints a fairly positive picture because her family had plenty of food and because it seemed that people were able to get away from the immediate effects of the Depression by going camping or to Barry Island, which was not far away. Mrs Reason recalls the happier side of the 1930s. Keith Laybourn has a different view because he is writing in a history book and has looked at the experiences of lots of people in Wales and England. Answers may comment on the date of each source as a reason for difference.

**LEVEL 3** Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

*Eg:* Mrs Reason was an adult during the Depression so her memories of the time should have been clear. However, because she was much older when she was interviewed for her experiences during the Depression, her memory may have become clouded and she may only have wanted to focus on her happier memories. Laybourn is writing in a history book called Britain on the Breadline. He may want to paint a picture of hardship because this is the focus of his book. Answers should comment on the fact that one author has reached an interpretation using hindsight.
LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here. [7-8]

Eg: The two sources provide clearly contrasting views about the Depression. Answers should consider how and why these views have been produced. Answers should discuss the differences between contemporary views and those of later interpreters. Mrs Reason lived in Cardiff, which did not suffer so badly from the Depression as other parts of Wales. Her view is a personal one which does not reflect life for the majority. She may be responding to a question which asked her about the good times of her upbringing. Keith Laybourn is a historian writing in 1990, who has formed his interpretation from a reasoned and objective perspective. He will have done research on the available evidence and reached a balanced view, which might still be generalised.
Question 2(a)

Question: Describe what happened during evacuation. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: Children were sent away from the cities to the countryside.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: Children were evacuated from towns and cities like Swansea and Cardiff, or Liverpool and London, to safe country areas such as mid Wales. They were often very excited as they had been told they were going on holiday. The children were transported by train and, on arrival at their safe destination, a billeting officer would allot them to their host families. Children from the same family were usually kept together at the same house.

Question 2(b)

Question: Explain why the government introduced rationing. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: Rationing was introduced because Britain was short of food.

LEVEL 2 More detailed and accurate explanation; explains more than one reason [3-4]
Eg: Rationing was introduced because 40% of British foods were imported. Atlantic convoys were being attacked by German u-boats. Rationing was introduced to ensure fair supplies and to make foodstuffs, etc., last longer.

LEVEL 3 Full explanation; focussed and explaining a range of factors. [5]
Eg: The German u-boat attacks on the Atlantic convoys which were bringing food and other commodities from the USA to Britain suffered considerable losses and this lasted for the first three years of the war. Because 40% of our foodstuffs were imported, the British government had to introduce rationing in order to ensure that everyone had fair supplies of food and to make the food, and other imports, last longer. Food rationing was introduced in January 1940, quickly followed by clothes, petrol and coal rationing. Ration books were issued to everyone and the ration coupons could be exchanged for goods like meat, eggs, sugar and butter, only at shops where people had registered. In this way, rationing ensured fair and fairly sure supplies throughout the war and beyond.
Question 2(c)

Target:
Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation:

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Question: How successful were the government’s methods of maintaining morale during the Second World War? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

Eg: The British spirit was kept up. People coped and did not panic.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

Eg: The government censored the press and produced propaganda posters, in order to keep up morale. By concealing the truth about certain defeats like Dunkirk from the public and by exaggerating the number of German planes shot down during the Battle of Britain, for example, morale was kept up. This was aided by Churchill’s stimulating radio speeches.

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

Eg: The attempts to maintain morale were a crucial part of the war effort. They helped to make British people proud to stand up to the might of Nazi Germany and Britain’s resolve hardly faltered throughout the war. There was some panic during the blitz on Coventry and other cities but, generally speaking, the government’s methods of maintaining morale throughout the Second World War were successful.
Question 3

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<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
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<td>Mark allocation:</td>
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<td>4 6</td>
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Question: Did the Labour governments of 1945-1951 deal successfully with the social problems of the time? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here.

Eg: Yes – they dealt successfully with the social problems of the time by making life better for people after the war.

LEVEL 2 To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will agree that the Labour governments were generally successful in dealing with social problems. They adopted the Beveridge Report as a method of reconstructing Britain after the war. They addressed the problem of ignorance through the 1944 Education Act and provided free secondary education. They addressed the problem of squalor through the work of the Ministry of Town and Country Planning and through the New Towns Act creating towns like Cwmbran.

LEVEL 3 To distinguish between 6 and 8 marks apply the following: [6-8]

For 6-7 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. Expect reference to successful measures but also a realisation that not all of the social problems were tackled. A shortage of money slowed down the house building programme, so that the targeted numbers were not achieved. Some people lived in 'prefabs' for many years. Also, the opposition of some doctors to the NHS, on the grounds that there would be a loss of private income for them, interfered with the government's implementation of the NHS.
LEVEL 4 To distinguish between 9 and 10 marks apply the following: [9-10]
For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.
For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support.
The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. The Labour governments did address most of the social problems successfully, and did go a long way to making post-war Britain a land more ‘fit for heroes’ to live in. They did successfully create a Welfare State. However, answers should consider negative aspects. For example, their policies earned much opposition. Even Aneurin Bevan resigned when the Labour government started to introduce charges for prescriptions. The government ran out of steam by 1951 and were voted out of office, thus suggesting that they had, to an extent, failed.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<tr>
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<tr>
<td><strong>High performance</strong></td>
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<tr>
<td>3 marks</td>
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GCSE
HISTORY (ROUTE A)
UNIT 1/UNIT 2: Russia in Transition, 1914-1924
SPECIMEN PAPER
(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

The question is an enquiry into the causes of the Revolutions of 1917

Study the sources below and then answer the questions which follow.

Source A

[A painting showing Lenin addressing Red Guards during the October Revolution, 1917]

(a) What does Source A show you about the role of Lenin? [2]

[6 x answer lines]

Source B

Day by day the Provisional Government seemed to become more helpless and its control over events in Russia began to break down. The newspapers were filled with accounts of robberies and murders, showing that law and order had collapsed.

[From a school textbook]

[12 x answer lines]

(b) Use the information in Source B and your own knowledge to explain why the Provisional Government faced problems in the autumn of 1917. [4]
Source C

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

(c) How far does Source C support the view that the Bolshevik seizure of power had the widespread support of the workers in the cities? [5]

[15 x answer lines]

Source D

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]

(d) How useful is Source D to an historian studying support for the Bolsheviks?[6] [Explain your answer using the source and your own knowledge.]

[18 x answer lines]
These two sources say different things about the leadership of the Bolsheviks.

<table>
<thead>
<tr>
<th>Source E</th>
<th>Source F</th>
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<tbody>
<tr>
<td>On the third floor of the Bolshevik headquarters the Central Committee was constantly busy. All that week I had hardly stepped outside. I spent the nights on a leather couch without undressing, sleeping in snatches, and constantly being woken up to receive written messages and telephone calls. [Trotsky, describing his role in the Bolshevik headquarters during the October Revolution. This is taken from his autobiography, <em>My Life</em>, published in 1930, after he had left Russia.]</td>
<td>The Bolsheviks were able to seize control in October 1917 because of their leader Lenin. He knew what he wanted right from the beginning. He had a clear plan and was well organised. Everybody else was not sure what to do. [From a school textbook by Terry Fiehn, <em>Russia and the USSR, 1905-1941</em> (1999).]</td>
</tr>
</tbody>
</table>

(e) Why do Sources E and F have different views about who led the Bolshevik seizure of power? [In your answer you should refer to both the content of the sources and to the authors] [24 x answer lines]
QUESTION 2 [15]

In 1917, the Russian royal family was assassinated. The photograph below shows the Tsar and his family.

![The Tsar and his family](image)

(a) Describe what happened to the Tsar and his family in July 1918. [4]

[12 x answer lines]

(b) Explain why the Civil War began in Russia in 1918. [5]

[15 x answer lines]

(c) How successful was the policy of War Communism? [6]

[18 x answer lines]

END OF QUESTION 2

[15]
QUESTION 3

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

When Lenin died in 1924, Russia was a very different country from 1917.

Had Lenin created a strong Communist state by 1924?

In your answer you should:

- discuss the strengths of the state created by Lenin
- discuss any weaknesses of the state created by Lenin

[30 x answer lines]

END OF QUESTION 3
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
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</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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</tbody>
</table>
Question 1 (a)

Target: Understanding of source material

Mark allocation: AO1 AO2 AO3

Question: What does Source A show you about the role of Lenin? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

The source shows Lenin talking to the Red Guards.
Source A shows that Lenin was an important figure
he displayed strong leadership
he was a persuasive speaker – the crowd look attentive.

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

Mark allocation: AO1 AO2 AO3

Question: Use Source B and your own knowledge to explain why the Provisional Government faced problems in the autumn of 1917. [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The source says that the government was becoming helpless; control over events had broken down; lots of robberies and murders; law and order had collapsed.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]

Needs explanation and background knowledge for highest mark.

Eg: The source explains that the government was losing its grip on events and its power was declining. It had problems making its authority felt and its decision to carry on with the war was causing it problems. Its policies were not liked by all and opposition was growing.
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

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Question: How far does Source C support the view that the Bolshevik seizure of power had the widespread support of the workers in the cities? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; reference to content of source only. [1-2]
Eg: The source shows a soldier from the Red Guard standing above the crowd of Russian workers; the workers are supporting the soldier; they are cheering him on.

LEVEL 2 Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]
Eg: The source confirms the view that the Bolshevik seizure of power had the popular backing of the workers in the cities; this is shown by men and women raising their arms in support for the Red Guard who is carrying the Bolshevik flag; the crowd seems enthused over the events.

LEVEL 3 Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]
Eg: The source does confirm that the Bolsheviks had widespread support; however the poster was 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.
Question 1 (d)

Target: Critical analysis and evaluation of source material; deployment of knowledge

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Question: How useful is Source D to an historian studying support for the Bolsheviks? [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases content of source. [1-2]
Eg: Source D is useful because it says the Bolsheviks worked among the masses, in the factories; they worked with enthusiasm; they guided the workers.

**LEVEL 2** Considers usefulness of the source in terms of its content. OR Deals with some aspects of content; refers to authorship. [3]
Eg: Source D is useful because it shows how the Bolsheviks were the party of the people; they did things to appeal to the factory worker and to the soldier; they guided the workers; they displayed great enthusiasm for their cause.

Deals with content of source well and begins to consider origin or purpose of source. [4]
Eg: Source D is taken from the memoirs of a Bolshevik who wrote in the 1930s. It is a personal account of why people decided to support the Bolsheviks. The author has experienced the events at first hand and is able to remember them reasonably clearly.

**LEVEL 3** Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source. [6]
Eg: The source 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 would be subject to communist censorship; it is a biased source but it demonstrates how the Bolsheviks themselves saw the appeal of the party.
Question 1 (e)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

Mark allocation:  AO1  AO2  AO3

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Question: Why do Sources E and F have different views about who led the Bolshevik seizure of power?  [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here.  [1-2]

Eg: Source E says that Trotsky was very busy in the Bolshevik headquarters of the Central Committee; he had to sleep on the couch; Source F says that Lenin was the reason why the Bolsheviks got to power; he had a clear plan and was well organised.

LEVEL 2 Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here.  [3-4]

Eg: The answer will develop points made in Level 1 about one of the leaders; it may attempt some weak comparison such as Source D and Source E say different things because Source E is about the part played by Trotsky, while Source F is about the role of Lenin; expect references such as the two sources say different things; they do not agree. Answers may comment on the date of each source as a reason for difference.

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here.  [5-6]

Eg: Source E emphasises that Trotsky played a key part; he directed affairs from the headquarters of the Central Committee; he could not leave the building; he was always answering messages/phone calls; it is the view of Trotsky himself. Source F sees Lenin as playing a key role; he was the leader of the party; the man with the ideas; the man with a clear plan of action; the other Bolsheviks were not sure what to do; it is the view of a modern historian; it comes from a school textbook. Answers should comment on the fact that one author has reached an interpretation using hindsight.
LEVEL 4  Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Sources E and F provide clearly contrasting viewpoints about who led the Bolshevik seizure of power; Answers should consider how and why these views have been produced. Answers should discuss the differences between contemporary views and those of later interpreters. Source D is very complimentary of Trotsky's contribution but it was written by him in 1930 after he had been forced into exile; it is bound to emphasise his own role. The author of Source E writing in a school textbook published in 1999, has formed his interpretation from a more reasoned and objective perspective. The author would have had the benefit of hindsight, being able to reflect and he comments on how Lenin played a key role, being the director of affairs, the man who had a plan of what to do.
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 AO2 AO3

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Question: Describe what happened to the Tsar and his family in July 1918. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

Eg: They had been captured by the Red Army and held in a house; they got killed by the Bolsheviks; they were all shot.

LEVEL 2 A more detailed and accurate description. [3-4]

Eg: The White army was advancing on Ekaterinburg; the royal family were under house arrest; fear that they might be rescued by the Whites; on night of 16-17 July they were shot in the cellar of Ipatiev House; bodies dismembered and buried.

Question 2(b)

Target: Recall and deployment of knowledge; explanation of historical features and characteristics

Mark allocation: AO1 AO2 AO3

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Question: Explain why the Civil War began in Russia in 1918. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: Expect references to issues such as dislike of the Bolsheviks; opposition to Bolshevik takeover; support for the Tsar.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]

Eg: Reasons explained may include the closure of the Constituent Assembly; the fact that some wanted to see the return of the Tsar and some wanted to continue Russia’s involvement in the First World War. There was also encouragement to Whites from foreign powers.

LEVEL 3 Full explanation; focussed and explaining a range of factors. [5]

Eg: There was pressure to bear from a combination of factors – such as anger with the Bolsheviks over the Treaty of Brest-Litovsk; the desire of foreign powers for Russia to stay in the war hence support for Whites; the desire for restoration of the royal family; the determination of Lenin to push ahead with reform.
Question 2(c)

| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts |
|-----------------------------------------------|---------------------|
| Mark allocation:                              | AO1 | AO2 | AO3 |
| 6                                             | 2   | 4   |

Question: How successful was the policy of War Communism? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

_Eg:_ Not very; caused problems; caused hardship in Russia.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

_Eg:_ Nationalisation of industry allowed government to control production _BUT_ trade unions were banned; workers treated harshly; peasants not paid fair price for grain; requisition squads seized food; growing anger

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

_Eg:_ The policy of War Communism has to be seen as unsuccessful really. Grain harvests fell in 1920 and 1921 which resulted in famine; peasants did not grow enough food; industry did not prosper; prices rose and inflation caused the rouble to lose its value; it led to unregulated bartering; ultimately the policy had to be abandoned.
Question 3

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 4 AO2 6

Question: Had Lenin created a strong Communist state by 1924? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: yes, the Communists now ruled the country and passed laws to control it.

LEVEL 2 To distinguish between 3 and 5 marks apply the following framework [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will agree that the Communists did create a strong Communist state. Only the Communist party was allowed; opposition was dealt with; they controlled aspects of everyday life through propaganda and censorship.

LEVEL 3 To distinguish between 6 and 8 marks apply the following framework [6-8]

For 5 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 6 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will identify a range of factors and begin to make links between factors. These will show the creation of a strong Communist state. Lenin had secured the Bolshevik take-over of power; he had created a one-party state; took steps to eliminate opposition; the government controlled the press, imposed censorship and used propaganda; passed a number of laws to control aspects of everyday life such as religion and education.
LEVEL 4  
To distinguish between 9 and 10 marks apply the following [9-10]

For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support

For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a reasoned evaluation covering a broad range of factors. There will be good linkage between 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. Measures were introduced to control everyday life such as changes for women, the church, education and use of propaganda and censorship; BUT some elements of Lenin’s policy were criticised for betraying Communist ideals such as the impact of the NEP and the rise of Nepmen. However, the evidence suggests that Lenin did achieve his aim.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<tr>
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GCSE
HISTORY (ROUTE A)
UNIT 1/UNIT 2: The USA – A Nation of Contrasts, 1910-1929
SPECIMEN PAPER
(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into changes in American culture and society. [25]

Study the sources below and than answer the questions which follow each source.

Source A

![](image)

[A baseball game being played at a stadium in New York during the 1920s]

(a) What does Source A tell you about sport in America at this time? [2]

[6 x answer lines]

Source B

The 1920s was a decade of freedom for American women. They received the right to vote. They took part in activities usually associated with men. Driving motorbikes and cars, flying aeroplanes and smoking cigarettes became female activities.

[From a school textbook]

(b) Use the information in Source B and your own knowledge to explain why life changed for some American women during the 1920s. [4]

[12 x answer lines]
Source C

[The front cover of 'Life Magazine' in 1926 showing a young lady teaching an older man one of the new fashionable dances.]

(c) How far does Source C support the view that the 1920s was a period of great change in popular entertainment? [5]

[15 x answer lines]

Source D

Go to a motion picture and let yourself go. Before you know it, you are living in the story, laughing, hating, struggling, winning! All the adventure, all the romance, all the excitement you lack in your daily life is in the pictures. They take you completely out of yourself into a wonderful new world.

[An advertisement for the cinema in a newspaper, the Saturday Evening Post, (June 1929)]

(d) How useful is Source D to an historian studying why the cinema became a popular form of entertainment? [6]

[Explain your answer using the source and your own knowledge.]

[18 x answer lines]
These two sources say different things about developments in popular music and culture.

**Source E**
Dancing to Jazz encourages divorce. It is heathen, animalistic and damnable. It degrades womanhood and manhood. Now it the time to say plainly that Jazz is one of the most evil of all modern customs.

[The Reverend Burke Culpepper, a Fundamentalist Methodist Minister, preaching in 1925.]

**Source F**
The 1920s became known as the Jazz Age. Along with new music came new dances. Out went slow dances like the Waltz. In came more lively dances such as the Charleston and the Black Bottom. Going to clubs and dance hall became very fashionable.

[From a school textbook by Derrick Murphy, *The United States, 1918-1941* (2003).]

*(d)* Why do Sources E and F have different views about the new Jazz culture? [In your answer you should refer to both the content of the sources and to the authors] [8]

*[24 x answer lines]*

END OF QUESTION 1
QUESTION 2 [15]

The struggle for civil rights in the USA involved many organizations. The photograph below shows members of the NAACP.

(a) Describe the work of the NAACP. [4]

[12 x answer lines]

(b) Explain why prohibition was introduced. [5]

[15 x answer lines]

(c) How successful were the authorities in dealing with the problem of gangsters? [6]

[18 x answer lines]

END OF QUESTION 2
The Wall Street Crash was a major blow to the American economy.

Was the panic selling of shares the main cause of the Wall Street Crash in October 1929?

In your answer you should:
- discuss the importance of the panic selling of shares in causing the Wall Street Crash
- discuss other factors which helped cause the Wall Street Crash
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

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<thead>
<tr>
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</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
</tr>
</tbody>
</table>
STUDY IN-DEPTH
USA: A NATION OF CONTRASTS, c.1910-29
DRAFT MARKING SCHEME

Question 1 (a)

Target: Understanding of source material
Mark allocation: AO1 AO2 AO3
2 2 2

Question: What does Source A show you about sport in America at this time? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.
Award two marks for two relevant selections from the source.

The following can be credited:
Source A shows a large crowd watching a baseball game.
The source shows many Americans liked watching sport; the stadium is packed;
baseball was a very popular sport.

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge
Mark allocation: AO1 AO2 AO3
4 2 2

Question: Use Source B and your own knowledge to explain why life changed for some American women during the 1920s. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]
Eg: The source shows that it was a decade of freedom; women could now vote; they could drive, fly planes, smoke.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]
Needs explanation and background knowledge for highest mark.
Eg: The source explains that new fashions in dress and make-up had a big impact on the lives of American women. The period following the war seemed to encourage a more liberal and independent lifestyle which led women to adopt more traditional masculine pursuits. Expect references to the new Flapper lifestyle becoming very fashionable.
Question 1 (c)

Target:  Analysis and evaluation of source material; reaching supported judgements

Mark allocation:  AO1 | AO2 | AO3

|   | 5 | 1 | 4 |

Question: How far does Source C support the view that the 1920s was a period of great change in popular entertainment?  

Use 0 for incorrect or irrelevant answers

LEVEL 1  Generalised answer; reference to content of source only.  

Eg: The poster shows a young woman and an older man dancing to one of the new Jazz Age dances; it shows they were having a good time and were enjoying the new entertainment; it was very popular.

LEVEL 2  Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view.

Eg: The source shows many of the changes that occurred during the 1920s; the young lady is dressed like a flapper and is dancing to one of the new Jazz dances such as the Charleston; she is teaching the older man which shows that people of all ages enjoyed the new dances; the source confirms that dancing was a very popular form of entertainment.

LEVEL 3  Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.

Eg: The source confirms the view that the Jazz Age was a period of great change in popular entertainment; the fashionable young lady and the gentleman are dancing to the new Jazz tunes; it confirms that people of all age groups liked the new music and dances; it is an accurate view which appeared on the front page of 'Life Magazine' in the mid 1920s suggesting it was very fashionable.
Question 1 (d)

Target: Critical analysis and evaluation of source material; deployment of knowledge

Mark allocation: AO1: 6, AO2: 2, AO3: 1

Question: How useful is Source D to an historian studying why the cinema became a popular form of entertainment? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1-2]
Eg: Source D is useful because it says in the cinema you could let yourself go; it provides adventure, romance and excitement; you enter a wonderful new world.

LEVEL 2 Considers usefulness of the source in terms of its content. OR
Deals with some aspects of content; refers to authorship. [3]
Eg: Source D is useful because it spells out the reasons why the cinema was popular; people became involved in the film; it provided an escape from daily life; allowed people to enter into a new world; it is an advert for a newspaper appearing in the 'Saturday Evening Post' in June 1929.

Deals with content of source well and begins to consider origin or purpose of source. [4]
Eg: Source D is an advert in the newspaper from that period; it is trying to sell the cinema to the readers of the paper. It this sense it is going to be biased because it is bound to say good things about the cinema – adverts don’t say negative things about the product they are trying to sell.

LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source. [6]

Eg: Source D is a contemporary advert issued by the cinema in an attempt to attract an audience; it is bound to spell out the good points and is therefore biased; it says it allows you to forget your everyday life and enter the world of fantasy; it is useful because it illustrates the importance of advertising in the 1920s and highlights the importance of the cinema as a popular form of entertainment.
Question 1 (e)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Question: Why do Sources E and F have different views about the new Jazz culture? [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1

Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Source E says that dancing to Jazz music encourages divorce, it is the most evil of all modern customs; Source F says that the Jazz Age saw new music and new dances; going to the clubs and dance halls became very fashionable.

LEVEL 2

Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

Eg: The answer develops the points made in Level 1 about the role of Jazz music and dancing; it may attempt some weak comparison such as Source E says bad things about dancing and Jazz music while Source F says that dancing and Jazz music was popular; expect comments such as the two sources say different things; they do not agree. Answers may comment on the date of each source as a reason for difference.

LEVEL 3

Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

Eg: Source E does not like the new dance culture and considers it to be very bad using such terms as heathen, animalistic and damnable; it considers the new dances to be degrading and to be evil; it is the view of the Revd. Burke Culpepper, a fundamentalist. Source F sees the new dances as good, being very popular and fashionable; they replaced the slower dances with faster dances like the Charleston; it was the age of new Jazz music. Source F comes from a secondary source, a school textbook. Answers should comment on the fact that one author has reached an interpretation using hindsight.
LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Sources E and F provide opposite viewpoints about the new Jazz culture; Answers should consider how and why these views have been produced. Answers should discuss the differences between contemporary views and those of later interpreters. Source E is very critical of the new dances and refers to them in damning terms; it considers it to be an evil trend; it is a primary source with an extreme viewpoint from a practicing fundamentalist minister who is preaching to his congregation in 1925; he represents the view of the Bible belt region. The author of Source F, writing in a school textbook published in 2003, has formed his interpretation from a more reasoned and objective perspective. The author would have the benefit of hindsight, being able to reflect and he comments that the new music was popular, it replaced the slow dances with more lively ones, dancing and clubbing became fashionable.
Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Question: Describe the work of the NAACP. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: The NAACP was set up to help black Americans; it gave support; it organised events; credit definition of the meaning of NAACP – National Association for the Advancement of Coloured People.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: The NAACP was set up to fight segregation; it was opposed to racism; it used legal action and non-violent activities; it organised marches and demonstrations; it helped to finance and fight legal cases; it was led by William Du Bois who believed in using non-violent methods of protest.

Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of historical features and characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Explain why prohibition was introduced. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: Expect references such as prohibition was introduced to stop people drinking; to curb drunkenness; to make life better.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]
Eg: Reasons explained will still refer to drunkenness but should also mention that there were campaigns by various groups calling for a ban on alcohol; they claimed that alcohol was evil; there was a desire to improve moral standards and uphold family values.

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]
Eg: Building on the factors outlined at Level 2, there was pressure to bear from a combination of groups – religious bodies such as the Anti-Saloon League and the Temperance Union; political pressure from dry politicians.
Question 2(c)

| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts |
|----------------------------------|----------------------------------|----------------|
| Mark allocation:                | AO1                              | AO2          | AO3          |
| 6                                | 2                                | 4            |

**Question:** How successful were the authorities in dealing with the problem of gangsters? [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

*Eg:* Gangsters were common in the 1920s and caused lots of problems; they were violent; the police could not stop them.

**LEVEL 2** Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

*Eg:* Gangsters dominated the 1920s; they developed empires of organised crime due to the prohibition laws; they supplied what the American public wanted – alcohol; people were paid to turn a blind to their activities; gangsters used their wealth to bribe and threaten police officers, law officials and mayors; the authorities could not catch Al Capone.

**LEVEL 3** Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

*Eg:* The authorities found it difficult to police the prohibition laws; gangsters developed powerful empires of organised crime-Capone in Chicago; they were able to bribe and intimidate, they used violence and threats; there was increasing violence – St. Valentine’s Day massacre; many top law officials were bribed and corruption was common; consequently the authorities were not very successful in dealing with the problem of the gangsters; one exception was the capture of Al Capone by Elliot Ness.
Question 3

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

Question: Was the panic selling of shares the main cause of the Wall Street Crash in October 1929? \[10+3\]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. \[1-2\]

Eg: Answers will tend to agree that it was; expect limited comments on the panic selling of shares and people throwing themselves off buildings.

LEVEL 2 To distinguish between 3 and 5 marks apply the following: \[3-5\]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will see the panic selling of shares as an important factor and provide some details of the events of late October 1929; answers may allude to other contributory factors such as overproduction but will not develop them.

LEVEL 3 To distinguish between 6 and 8 marks apply the following: \[6-8\]

For 6-7 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will identify a number of factors and begin to make links between them; they will see panic selling as the immediate cause but also consider more longer term factors such as overproduction, the saturation of the market, declining overseas trade, and a fall in demand for consumer goods.
LEVEL 4  To distinguish between 9 and 10 marks apply the following:  [9-10]
For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.
For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support.
The Level 4 descriptor for quality of written communication may be considered here.
Eg: Answers will provide a reasoned evaluation covering a broad range of factors; there is good linkage between the causes. Answers will identify a number of specific causes and attempt to rate them as short-term and long-term causes. Expect an evaluation of panic selling alongside a range of other causes of the crash in October 1929, developing further the points raised in Level 3.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
<td></td>
</tr>
<tr>
<td>Intermediate performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>2 marks</td>
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</tr>
<tr>
<td>High performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
<tr>
<td>3 marks</td>
<td></td>
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</table>
GCSE HISTORY (ROUTE A and ROUTE B)
UNIT 1/UNIT 2: Germany in Transition c.1929-1947
SPECIMEN PAPER
(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into the rise to power of the Nazis. [25]

Study the sources below and then answer the questions which follow.

Source A

[Hitler addressing a mass rally of Nazi Party members in 1932]

(a) What does Source A show you about Nazi Party rallies? [2]

[6 x answer lines]

Source B

After 1929 unemployment soared. Prices of agricultural products and consumer goods fell sharply causing financial hardship for farmers, small businesses and the self-employed. The Great Depression brought misery to millions of Germans.

[From a school textbook]

(b) Use the information in Source B and your own knowledge to explain why the Great Depression affected life in Germany in the early 1930s. [4]

[12 x answer lines]
Source C

[A 1932 election poster with the words 'Our last hope: Hitler']

(c) How far does Source C support the view that the Nazis won support in the 1932 elections by promising voters a better future? [5]

[15 x answer lines]

Source D

All effective propaganda must be limited to a very few points and must be repeated in slogans until the last member of the public understands what you want them to understand.

[From Hitler's book, Mein Kampf, first published in 1924]

(d) How useful is Source C to an historian studying the Nazi use of propaganda to attract support? [6]

[Explain your answer using the source and your own knowledge.]

[18 x answer lines]
These sources say different things about support for the Nazi Party.

Source E

In 1932, my mother and father went to hear Adolf Hitler give a speech at a rally in town. The next morning they told us how he wanted to be on the side of the unemployed. My mother wept for joy. And my parents prayed that God would give this man all the votes so that we would no longer be poor. There was no one else who promised that.

[A German woman, Frau Mundt, interviewed for a BBC television programme on the rise of the Nazis (1990)]

Source F

From 1930 to 1932 support for the Communists increased. They had a lot of support from the working class. Many people in Germany began to fear the Communists would take over the country. German business owners and farmers feared the Communists. This is why they started to support the Nazi Party.

[From a school textbook by Dale Danham and Christopher Culpin, Germany 1918-1945 (2004)]

(e) Why do Sources E and F have different views about why people voted for the Nazi Party?

[In your answer you should refer to both the content of the sources and the authors]  [8]

[24 x answer lines]
QUESTION 2

The Nazis made a great impact on the lives of many German people. The photograph below shows a group of young German women in the late 1930s.

(a) Describe life for women in Nazi Germany. [4]

[12 x answer lines]

(b) Explain why unemployment in Germany fell after 1933. [5]

[15 x answer lines]

(c) How important was the control of education to the Nazis? [6]

[18 x answer lines]

END OF QUESTION 2
QUESTION 3  

[10+3]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Opposition to the Nazis within Germany increased during the war years 1939-1945.

Did the strongest opposition to the Nazis during the war years come from the German military?

In your answer you should
- discuss the opposition provided from the German military during the war years
- discuss other opposition to the Nazis during the war years

[30 x answer lines]

END OF QUESTION 3

13
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STUDY IN-DEPTH

GERMANY IN TRANSITION, c.1929-1947

DRAFT MARKING SCHEME

Question 1 (a)

Target: Understanding of source material

<table>
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<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>2</td>
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<td>2</td>
</tr>
</tbody>
</table>


Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:
- Source A shows large gathering of Party members listening to Hitler giving a speech.
- The source shows a display of party strength and unity
- Nazi rallies used flags, banners and order;
- speeches were given by leading Nazi figures;
- everything was organised and disciplined

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>4</td>
<td>2</td>
<td></td>
<td>2</td>
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</tbody>
</table>

Question: Use Source B and your own knowledge to explain why the Great Depression affected life in Germany [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]
- Eg: The source says that after 1929 unemployment rose and the price of goods fell; farmers and small businesses were hit and it brought misery to millions of Germans.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]
- Needs explanation and background knowledge for highest mark.
- Eg: The source helps to explain that there was a massive rise in unemployed Germans after 1929. This was caused by the Great Depression. The knock-on effect was that many German workers now had no jobs and no money to spend. The fall in prices for farm produce and consumer goods hit such groups as farmers and small businesses and this is clearly explained by Source B. Life became increasingly hard for millions of Germans and the government seemed to do little to help.
Question 1 (c)

<table>
<thead>
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<th>Analysis and evaluation of source material; reaching supported judgements</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>1</td>
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</tbody>
</table>

Question: How far does Source C support the view that the Nazis did well in the 1932 elections by promising voters a better future? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; reference to content of source only. [1-2]

*Eg: The poster shows a large number of unemployed German workers looking very depressed; voting for Hitler is their only hope of a better future.*

LEVEL 2 Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

*Eg: The poster was issued during the 1932 election and shows the mass unemployed; the Nazis targeted these voters by promising them work; Hitler promised to create jobs and therefore he was their last hope; the men look desperate for work and confirms the view that the Nazis promised to help them; many Germans were unemployed at this time and were looking for work.*

LEVEL 3 Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

*Eg: The source confirms that the Nazis gained votes by promising Germans a better future; this is a propaganda poster issued by the Nazi Party to attract support in the general elections of 1932; it shows some of the 6 million unemployed; these men are without a job and are desperate to find some work; Hitler gave speeches promising to create jobs; the other parties did not offer such a hopeful message; Hitler was therefore their last hope.*
### Question 1 (d)

**Question:** How useful is Source D to an historian studying how the Nazi Party attracted support?  
Use 0 for incorrect or irrelevant answers.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>Generalised answer; paraphrases content of source.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eg: Source D is useful because it says they used propaganda; they repeated slogans so that all the people understood what was being said.</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Considers usefulness of the source in terms of its content OR Deals with some aspects of content; refers to authorship.</td>
</tr>
<tr>
<td></td>
<td>Eg: Source D is useful because it says that propaganda must be used properly in order to attract maximum support; people must limit the message to a few basic points; slogans must be repeated over and over; the aim is to make sure that everybody in the audience understands.</td>
</tr>
<tr>
<td></td>
<td>Deals with content of source well and begins to consider origin or purpose of source.</td>
</tr>
<tr>
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<td>Eg: Answers will comment that Source D is a primary source. It comes from Hitler's book Mein Kampf published in 1924. Expect answers to assess the source as very useful as it is Hitler's own opinion and he is identifying a key aspect of Nazi policy in attracting support, namely the use of propaganda.</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source.</td>
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<tr>
<td></td>
<td>Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source.</td>
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</table>
|         | Eg: Source D is a contemporary source taken from Hitler's own work Mein Kampf. It is therefore very useful because it represents Hitler's views on how to win over the audience. He refers to the importance of propaganda and the importance of keeping the message simple, of repeating points over and over again. It is a biased source but useful because it provides insight into the brainwashing techniques used by the Nazi Party. At this level expect comment that the focus of the source is very narrow and does not actually tell us that much about other methods of attracting support.
Question 1 (e)

**Target:** Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

**Mark allocation:**

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**Question:** Why do Sources E and F have different views about why people voted for the Nazi Party? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Source E is about people going to listen to Hitler giving a speech; it says he promised people things and no one else promised such things. Source F says that support for the Communists increased because some people feared the Communists.

**LEVEL 2**

Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

Eg: Answers develop the points made in Level 1 about why people voted for the Nazi Party. They may attempt some weak comparison such as Source E and Source F say different things because Source E says that people voted for the Nazis because they had listened to Hitler giving a speech and he persuaded them, while Source F says they voted for the Nazis because they feared the Communists. Expect references such as the two sources say different things; they do not agree. Answers may comment on the date of each source as a reason for difference.

**LEVEL 3**

Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

Eg: Source E refers to a German couple going to listen to Hitler giving a speech; they are overwhelmed by what he promised. He promised jobs for the unemployed and he seemed to be on the side of the poor; they voted for him because of these promises. It is the reminiscence of a German woman, Frau Mundt, taking to the BBC. Source F refers to the dramatic rise in support for the Communist Party especially from the working class; but some Germans, especially business owners and farmers, feared the Communists and that is why they voted Nazi. This source comes from a secondary source, a school textbook. Answers should comment on the fact that one author has reached an interpretation using hindsight.
LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Sources E and F provide differing views as to why people voted for the Nazi Party. Answers should consider how and why these views have been produced. Answers should discuss the differences between contemporary views and those of later interpreters. Source E suggests that it was because of what the party offered the voters. It emphasises the persuasive powers of Hitler as a public speaker. It is a primary source from an interview given by a German lady to the BBC in 1990. She was a little girl in the 1930s and she explains why her parents voted for the Nazis. The authors of Source F, writing in a school textbook in 2004, have formed their interpretation from a more reasoned and objective perspective. The authors would have the benefit of hindsight, being able to reflect and reach a reasoned view. They identify the fear of Communism as being the main reason why some groups voted for the Nazis. Business owners and farmers would lose everything if the Communists got into power so they voted Nazi to stop the Communists.
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 AO2 AO3
4 4

Question: Describe life for women in Nazi Germany [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: Women were expected to have many children and they looked after the home; they were housewives and they did not go to work.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: They lost the advances made during the Weimar period; many had to give up jobs and become housewives and mothers. They were expected to have many children and were forbidden to wear make-up or dye hair. Credit reference to the importance of the Three K’s.

Question 2(b)

Target: Recall and deployment of knowledge; explanation of historical features and characteristics

Mark allocation: AO1 AO2 AO3
5 2 3

Question: Explain why unemployment fell sharply in Germany after 1933 [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: Expect references to the Nazis creating lots of jobs; putting many Germans back to work.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]
Eg: Reasons explained may include the introduction of a range of policies which created jobs such as rearmament and conscription, public works, autobahns and the RAD organisation. This resulted in a massive fall in unemployment statistics.

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]
Eg: Answers will provide more specific detail such as a reduction in the unemployed from 6.2 million to 100,000. Answers should mention that these figures are not accurate, for example, Jews and German women were not counted. Unemployment was much higher than that officially stated but via a variety of schemes many German men were
Question 2(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1  AO2  AO3

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Question: How important was the control of education to the Nazis? [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

Eg: Education was important so that they could control schools; they would know what was going on in classrooms.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

Eg: The Nazis wanted to control the curriculum; they wanted to change how some subjects were taught such as Biology, History; they used education to spread their ideas; education was used to brainwash.

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

Eg: Control of education was essential if indoctrination of Nazi ideas was to be achieved; it was very important to control what was taught in schools; a curriculum was needed to reflect Nazi ideology; it was important to brainwash Germany's youth; it was also important to ensure that teachers were loyal to Nazi ideas.
Question 3

Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1  AO2  AO3

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Question: Did the strongest opposition to the Nazis during the war years come from the German military? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Yes, the generals were involved in plots against Hitler; they wanted to kill him.

LEVEL 2 To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Yes, because the generals got closest to killing Hitler in the Bomb Plot; they did not like the way Hitler was directing the war and so plotted against him. Other groups did voice their opposition to the way the Nazis were running the country such as the church.

LEVEL 3 To distinguish between 6 and 8 marks apply the following: [6-8]

For 6-7 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that the generals were able to organise more high profile opposition such as the July Bomb Plot, but other groups did cause problems through their illegal opposition activities. There should be discussion of the roles of students issuing anti-Nazi pamphlets, young people listening to western music and wearing western clothes or church leaders and their pastors delivering anti-Nazi sermons.
LEVEL 4  To distinguish between 9 and 10 marks apply the following: [9-10]
For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.
For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support.
The Level 4 descriptor for quality of written communication may be considered here.
Eg: Answers will provide a reasoned evaluation covering a broad range of opposition groups; there is good comparison between each group. Answers will identify that the Generals led by General Beck had the best means of organising opposition and came closest to killing Hitler through the July Bomb Plot, but there was more widespread opposition from other groups. These will include young people like the Edelweiss Pirates and the Swing Youth; students such as the White Rose group; Christian groups and individuals such as Niemoller, von Galen, Bonhoeffer. Answers may conclude that the military were ultimately no stronger in their opposition than other opposition groups.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<th>Level</th>
<th>Performance descriptions</th>
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<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
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<tr>
<td>Threshold performance 1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>Intermediate performance 2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>High performance 3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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GCSE HISTORY (ROUTE A)
UNIT 1: China under Mao Zedong, 1949-1976
SPECIMEN PAPER
(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is about China’s changing relationship with the world, 1949-1976. [25]

Study the sources below and then answer the questions which follow each source.

Source A

[Chairman Mao welcomes President Nixon to China in 1972.]

(a) What does Source A tell you about relations between China and the USA in the 1970s? [2]

[6 x answer lines]

Source B

As the North Korean army collapsed Mao was faced with increasing appeals for help from its southern neighbour. The possible presence of a US influenced Korea bordering China was deeply worrying to Mao. On 7th October 1950 US forces crossed the border from South into North Korea.

[From a school textbook]

(b) Use the information in Source B and your own knowledge to explain why China became involved in the Korean War. [4]

[12 x answer lines]
Source C

[A Russian poster of the early 1950s in praise of Chinese people. The caption reads 'Glory to the great Chinese people who have gained freedom, independence and happiness. ']

(c) How far does Source C support the view that a friendly relationship existed between China and Russia during the early 1950s? [5]

Source D

The Government of the People's Republic of China is the sole legal government of China; Taiwan is a province of China. The liberation of Taiwan is China's internal affair in which no other country has the right to interfere; and all US forces and military installations must be withdrawn from Taiwan. The Chinese Government firmly opposes any activities which aim at the creation of 'one China, one Taiwan'.

[A statement issued by the Chinese Government during the visit of President Nixon to Beijing in 1972.]

(d) How useful is Source D to an historian studying the relationship between China and Taiwan? [6]
These sources say different things about China's attitude towards Tibet.

<table>
<thead>
<tr>
<th>Source E</th>
<th>Source F</th>
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<tr>
<td>There are 1000 million Chinese who at the moment are causing Tibet's suffering. The cause of this suffering is China's ignorance, greed and desire for power.</td>
<td>They have the freedom to live their own way of life, to speak their own language, to believe what they want, to wear their own national clothes, to be educated in their own schools. What is more every Tibetan has a chance now to take part in the larger national life of China.</td>
</tr>
<tr>
<td>[From a public speech made by the Dalai Lama, the spiritual leader of Tibet, who had been exiled to India. The Dalai Lama made this speech to an audience of Politicians on his first visit to Western Europe in 1973.]</td>
<td>[An official Chinese tour guide made these comments to John Fraser, a Canadian reporter, during his visit to China in 1976. It was official policy that all journalists had to be escorted during all stages of their visit.]</td>
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</table>

(e) Why do Sources E and F have different views about China's occupation of Tibet?  
[In your answer you should refer to both the content of the sources and the authors]  
[24 x answer lines]
QUESTION 2

One of Mao's major changes was land reform. The photograph below shows a Chinese farmer putting up a sign on land she has just received.

(a) Describe Mao's attempts at land reform. [4]

[12 x answer lines]

(b) Explain why the Hundred Flowers Campaign was introduced. [5]

[15 x answer lines]

(c) How successful were the moderates in reducing Mao's power by 1962? [6]

[18 x answer lines]

END OF QUESTION 2
QUESTION 3

[10+3]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

The Cultural Revolution has a great impact on the lives of the Chinese people.

Did all Chinese people benefit from the Cultural Revolution?

In your answer you should:

- discuss those people who benefited from the Cultural Revolution
- discuss those people who did not benefit from the Cultural Revolution

[30 x answer lines]

END OF QUESTION 3
STUDY IN-DEPTH

CHINA UNDER MAO ZEDONG, 1949-1976

DRAFT MARKING SCHEME

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

| Level 1 | the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner |
| Level 2 | most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format. |
| Level 3 | the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary |
| Level 4 | the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately |
Question 1 (a)

Target: Understanding of source material

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Question: What does Source A tell you about relations between China and the USA in the 1970s? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- It shows that the two countries are friends
- Source A shows the leaders of China and America shaking hands
- The smiling expressions of their faces suggest friendly relations
- A friendly meeting between Chairman Mao and President Nixon took place in 1972
- President Nixon travelled to China in 1972 to meet Mao

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

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Question: Use Source B and your own knowledge to explain why China became involved in the Korean War. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The source shows that China was facing appeals for help from its southern neighbour; Mao was worried about a US influenced Korea bordering China; US forces crossed into North Korea.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. Needs explanation and background knowledge for highest mark. [3-4]

Eg: North Korea was coming under increasing pressure and made a direct appeal to China for help; Mao wanted to help a fellow Communist state which was threatened by capitalist forces; Mao was coming concerned by the increasing influence of the USA in south-east Asia; Mao did not want to see America extend its authority into North Korea and possibly reach the Chinese border; Mao realised that to stop this China would have to offer military assistance to North Korea.
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

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Question: How far does Source C support the view that a friendly relationship existed between China and Russia during the early 1950s? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; reference to content of source only. [1-2]

Eg: The poster shows a happy Chinese family; the writing says ‘Glory to the great Chinese people’; it suggests that the Russians like the Chinese

LEVEL 2 Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

Eg: The poster is very positive in the way in which it shows a happy Chinese family with the soldier protecting his wife and daughter; it is a Russian poster and the caption indicates a friendly relationship which praises the Chinese people; the poster was produced during the early 1950s at a time when Mao and Stalin were friends.

LEVEL 3 Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

Eg: The source confirms the view that China and Russia enjoyed a friendly relationship in the early 1950s; in 1950 they signed a Treaty of Friendship, Alliance and Mutual Assistance; Mao visited Stalin in Moscow in 1951; however this relationship began to cool even before Stalin’s death in 1953; after Khrushchev’s rise in 1956 the relationship worsened and the result was the Sino-Soviet Split; the poster is accurate in showing the relationship in the very early 1950s but hides the growing rift that was taking place by the mid-1950s.
Question 1 (d)

Target: Critical analysis and evaluation of source material; deployment of knowledge

Mark allocation: | AO1 | AO2 | AO3 |
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Question: How useful is Source D to an historian studying the relationship between China and Taiwan? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1-2]

_Eg_: Source D is useful because it says that China saw Taiwan as a province of China; China believed that Taiwan belonged to her; China was against the creation of 'one China, one Taiwan'.

LEVEL 2 Considers usefulness of the source in terms of its content OR Deals with some aspects of content; refers to authorship. [3]

_Eg_: Source D is useful because it spells out the reasons why China thought Taiwan belonged to her; it says that China was the sole legal government and this included the region of Taiwan; it shows China's belief that no other country had the right to interfere in her dealings with Taiwan; China was totally against any move to create a separate Taiwan.

Deals with content of source well and begins to consider origin or purpose of source. [4]

_Eg_: As above and comments that the source is a statement issued by the Chinese Government during Nixon's visit in 1972; it is telling the Americans not to interfere in the affairs of Taiwan.

LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

_Eg_: the source is useful because it represents the official view of the Chinese Government; the statement was made during Nixon's visit and its purpose was to warn the Americans not to become involved in what China saw as an internal affair; the source is biased and represents the Chinese point of view; it helps to spell out the reasons why China and Taiwan had such a hostile relationship but it only gives one side of the argument. [6]
Question 1 (e)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

Mark allocation: 8 2 6

Question: Why do Sources E and F have different views about China’s occupation of Tibet? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Source E says that 1000 million Chinese are causing Tibet's suffering; Source F says that Tibetans have the freedom to live their own way of life, to speak their own language and to believe what they want.

LEVEL 2 Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

Eg: The answer develops the points made in Level 1 about the way the Chinese government treats the people of Tibet; it may attempt some weak comparison, noting that Source E says that the Tibetans are treated badly while Source F suggests the opposite, that Tibetans are allowed a number of freedoms and are seen as part of the wider Chinese community; expect comments such as the two sources say different things; they do not agree; answers may make a vague reference to the attributions.

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

Eg: Source E clearly suggests that the Tibetan people are treated harshly under Chinese rule; it suggests that the Chinese are ignorant of Tibet's culture and traditions, that China is just greedy for power and control; Source F paints a completely different picture, suggesting that the Tibetans have greatly benefited from Chinese rule; it suggests they enjoy a range of freedoms such as the pursuit of their traditional lifestyle, the use of their own language, their own educational system; Source E is the view of the Dalai Lama who made these comments in 1973, while Source F is the view of a Chinese tour guide who was interviewed in 1976; both sources date from the same decade but have contrasting views on how Tibetans have fared under twenty years of Chinese occupation.
LEVEL 4

Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge.

The Level 4 descriptor for quality of written communication may be considered here. [7-8]

Eg: Sources E and F provide opposite viewpoints about China’s occupation of Tibet; answers should consider how and why these views have been produced and the circumstances under which they were produced; Source E is very critical of the Chinese occupation, accusing China of stamping out Tibetan lifestyle; it is the view of the Dalai Lama, the spiritual head of Tibet, who has been forced to live in exile since the Chinese invasion of the 1950s; he made these comments during an address to Western leaders in 1973 and you would expect him to be highly critical; he has been forced to flee from his country and the purpose of his speech is to try and win sympathy and support from Western leaders; Source F paints a very different picture of the Chinese occupation; it is the view of a Chinese tour guide in 1976 and represents the 'official viewpoint'; it is the message the Chinese authorities want to present to any journalists visiting China; the tour guide would have been under pressure to present this view and because of censorship in his country he may not have been aware what conditions in Tibet were actually like.
Question 2(a)

**Target:** Recall and deployment of knowledge; understanding of historical features

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**Question:** Describe Mao's attempts at land reform. [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made. [1-2]

*Eg:* Land was taken away from the landlords and given to the poor peasants; Mao passed a law to speed up land reform; the peasants could now attack their old landlords in public meetings.

**LEVEL 2** A more detailed and accurate description. [3-4]

*Eg:* The Agrarian Reform Law of 1950 redistributed land; peasants were graded; peasants were encouraged to hold 'speak bitterness' meetings to denounce local landlords; many landlords were executed; reform did not live up to expectations; peasants had no equipment & no money to buy seeds; they were forced to join mutual aid teams.

Question 2(b)

**Target:** Recall and deployment of knowledge; explanation of historical features and characteristics

**Mark allocation:**

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**Question:** Explain why the Hundred Flowers Campaign was introduced. [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; only one reason given OR description only. [1-2]

*Eg:* To make things better; to allow people to have a say; because Mao wanted to introduce it.

**LEVEL 2** More detailed and accurate explanation; explains more than one reason. [3-4]

*Eg:* In 1956 Mao decided to let people let off steam; it was introduced so that people could say how well things were going under Mao's rule in China.

**LEVEL 3** Full explanation: focussed and explaining a range of factors. [5]

*Eg:* Expect the issues mentioned in Level 2 plus the Communist Party was losing some of its popularity; some may explain that Mao was out to trick them, to catch his critics.
Question 2(c)

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Question: How successful were the moderates in reducing Mao's power by 1962? [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised reference to the key concept or historical context; weak or implied knowledge shown. [1-2]

E.g. They were successful because Mao had to give up some jobs, he had less power than he used to.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

E.g. They were critical of Mao's policies and blamed his Great Leap Forward for causing the famine of 1959-61. Some members demanded his resignation and failed in this, but Mao was persuaded to hand over the Head of State to Liu Shaoqi, he remained Party Chairman.

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

E.g. The moderates were successful in reducing Mao's overall power, he relinquished Head of State in 1959 and so was no longer involved in the practical work of governing China. This was now done by a group of moderates – Liu Shaoqi, Zhou Enlai and Deng Xiaoping. Mao was now more a figurehead – the Party Chairman, but he still had great influence over the mass of people.
**Question 3**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

**Question:** Did all Chinese people benefit from the Cultural Revolution? [10+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg:* Yes, some did but some did not; the young had a good time; many older Chinese people suffered.

**LEVEL 2**

To distinguish between 3 and 5 marks apply the following: [3-5]

**For 3 marks:** A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

**For 4-5 marks:** A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

*Eg:* Answers will begin to pick out some positives: young people benefited; they were instructed to tour the countryside spreading Mao’s ideas; they used his Little Red Book; answers may also pick out some negatives: many suffered under the Red Guards; destruction of Chinese culture and tradition.

**LEVEL 3**

To distinguish between 6 and 8 marks apply the following: [6-8]

**For 6-7 marks:** A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

**For 8 marks:** A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

*Eg:* Answers will identify a range of factors & will begin to discuss them in some detail; they may explain that the main benefactors were the youngsters who were encouraged to abandon their schooling and become Red Guards; they toured the country spreading Mao’s doctrine contained in his Little Red Book; they attacked and criticised the old ways; they attacked capitalist influences; they may explain the negative aspects of the Cultural Revolution; the excessive violence of the Red Guards; the terror they inflicted on those they accused of being capitalists and rightists; they may refer to the negative economic and social effects.
LEVEL 4

To distinguish between 9 and 10 marks apply the following: [9-10]

For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.

For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a reasoned evaluation covering a broad range of factors, examining both positive and negative experiences; the Cultural Revolution educated a new breed of Chinese youngsters in Communist doctrine & reinforced Maoist doctrine; it succeeded in making Mao more popular; it engaged the youth of China; but there were serious negatives; the excessive violence used by the Red Guards; the attacks on the Four Olds; destroying Chinese culture and tradition; the closure of schools and colleges had an impact on education; there were many arrests and killings of those accused of capitalist or rightist tendencies; there was a fall in industrial and agricultural production; they may come to the conclusion that the negatives outweigh the positives.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
</tbody>
</table>
GCSE HISTORY (ROUTE A)


SPECIMEN PAPER

(1 hour 15 minutes)

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 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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are questions 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is about the creation of an apartheid state and its key features. [25]

Study the sources below and then answer the questions which follow each source.

Source A

[A sign on a beach in Durban, South Africa, in the 1970s.]

(b) What does Source A tell you about apartheid? [2]

[6 x answer lines]

Source B

For the whites Verwoerd seemed just what they needed. When the rest of the world was attacking them for the wickedness of their race policies, he refused to apologise. His answer was to explain how 'separate development' should be as good for the blacks as for the whites. One of the most remarkable things about apartheid was its ability to keep black hardship out of sight of the whites, because it kept the races apart wherever possible. The whites rewarded Verwoerd and his National Party with their votes.

[From a school textbook]

(b) Use the information in Source B and your own knowledge to explain why Verwoerd's policies were popular with white voters. [4]

[12 x answer lines]
Source C

[The black township of Khayelitsha on the outskirts of Cape Town in the 1970s.]

(c) How far does Source C support the view that apartheid created a system that was unequal? [5]

[15 x answer lines]

Source D

[A cartoon from a British newspaper, The Daily Mirror, published in 1961. The cartoon was given the caption: 'Apartheid is better described as a policy of good neighbourliness: Dr Verwoerd.]

(d) How useful is Source D to an historian studying the apartheid system? [6]

[18 x answer lines]
These sources say different things about the purpose of apartheid.

<table>
<thead>
<tr>
<th>Source E</th>
<th>Source F</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am seeking justice for all groups. The policy of separate development is designed for the happiness, security and stability of all groups. This is provided by protecting the home language and self-government for the Bantus as well as the whites. [A speech given by South African Prime Minister Hendrik Verwoerd in 1958, outlining his reasons for introducing separate development.]</td>
<td>Apartheid was used by the South African government as a means of keeping non-whites under control. Each act reduced both rights and opportunities for non-whites. [Rosemary Mulholland, an historian writing in a school textbook, <em>South Africa 1948-1994</em> (1997).]</td>
</tr>
</tbody>
</table>

(e) Why do Sources E and F have different views about the purpose of apartheid?
[In your answer you should refer to both the content of the sources and the authors] [8]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2 [15]

The church in South Africa played a major role in the struggle against apartheid. The photograph below shows an anti-apartheid meeting in a church in South Africa.

(a) Describe the part played by church leaders in the opposition to apartheid. [4]

[12 x answer lines]

(c) Explain why South Africa stopped being a member of the Commonwealth. [5]

[15 x answer lines]

(d) Why was Soweto a significant place in South Africa in 1976? [6]

[18 x answer lines]

END OF QUESTION 2 15
QUESTION 3

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Apartheid ended in South Africa in the mid-1990s.

Were economic problems the main reason why apartheid came to an end in South Africa?

In your answer you should:
- discuss the economic problems facing South Africa by the 1990s
- discuss any other reasons for the ending of apartheid

[30 x answer lines]

END OF QUESTION 3
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
</tr>
</tbody>
</table>
STUDY IN-DEPTH
CHANGES IN SOUTH AFRICA, 1948-1994
DRAFT MARKING SCHEME

Question 1 (a)

<table>
<thead>
<tr>
<th>Target: Understanding of source material</th>
<th>Mark allocation:</th>
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<tbody>
<tr>
<td></td>
<td>AO1</td>
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</table>

Question: **What does Source A tell you about apartheid?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*That only white South Africans could use this beach.*

*It was a posh looking beach with umbrella stands for the white South Africans to shade under.*

*Black South Africans were not allowed to go on this beach and mix with white South Africans.*

*It is a good example of the policy of division that operated in South Africa in the 1970s.*

Question 1 (b)

<table>
<thead>
<tr>
<th>Target: Understanding of source material; recall and deployment of own knowledge</th>
<th>Mark allocation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1</td>
</tr>
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<td>4</td>
</tr>
</tbody>
</table>

Question: **Use Source B and your own knowledge to explain why Verwoerd's policies were popular with white voters.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

_Eg:_ Verwoerd seemed just what they needed; they liked his policies and ideas; he said that separate development was as good for blacks as it was for whites; his policies kept the races apart; they did not see black hardship.

**LEVEL 2** Clear explanation of the content with an attempt to provide some context. [3-4]

_Needs explanation and background knowledge for highest mark._

_Eg:_ Verwoerd promised to defend the system of apartheid from international criticism; he projected a positive stance on separation, highlighting its advantages to both black and whites; his policies kept white voters in their privileged positions; by separating them from the blacks they were able to ignore the hardships of the black community; segregation was advantageous to the white voters; they benefited from Verwoerd's policies.
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

Mark allocation: AO1 AO2 AO3

<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Question: How far does Source C support the view that apartheid created a system that was unequal? [5]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; reference to content of source only. [1-2]

Eg: The photograph shows a black township in Khayelitsha, Cape Town; it shows the poor living conditions of many black South Africans.

LEVEL 2 Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

Eg: The photograph shows very poor living conditions for the black population of South Africa; they were forced to live in shanty towns on the edge of the cities; their houses were made of anything they could obtain; the photograph shows the use of corrugated tin sheets and wood; houses are closely spaced showing the squalor of such camps.

LEVEL 3 Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

Eg: The picture confirms the view that apartheid resulted in an unequal society; this photograph of a 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; they were forced to set-up make-shift housing on the outskirts so that they could still be near a place of work; this housing is in stark contrast to the housing of the white community.
Question 1 (d)

<table>
<thead>
<tr>
<th>Target</th>
<th>Analysis and evaluation of source material; recall of own knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation</td>
<td>AO1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: How useful is Source D to an historian studying the apartheid system? [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases content of source. [1-2]

*Eg:* Source D is useful because it shows what apartheid was about; the white man sitting on the chair has plenty of food and is well fed; he is throwing his leftovers to the poor black people the other side of the fence.

**LEVEL 2** Considers usefulness of the source in terms of its content. OR

Deals with some aspects of content; refers to authorship. [3]

*Eg:* Source D is useful because it shows just how unfair the system of apartheid was; it divided the black and white communities; in the cartoon this is illustrated by the fence; the white man, Dr Verwoerd, has plenty of food and appears to be relaxing, living a good life; the black South Africans who live the other side of the fence are poor, as shown by their clothes and housing; they are being thrown the scraps/leftovers from the white community; the cartoon therefore shows the inequalities of the apartheid system.

Deals with content of source well and begins to consider origin or purpose of source. [4]

*Eg:* Includes the above and notes that the cartoon was published in a British newspaper, 'The Daily Mirror', in 1961.

**LEVEL 3** Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source. [6]

*Eg:* The cartoon is useful because it shows the injustices and inequalities of the apartheid system; the white community enjoy the 'riches of South Africa'; they have plenty of food and live well; Dr Verwoerd, the architect of apartheid is shown enjoying his food and being a 'good neighbour' he throws 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 primary source; it 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 was organising the Commonwealth against South Africa; it is useful to the historian because it shows how the west viewed Verwoerd's policies.
Question 1 (e)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

Mark allocation: AO1 | AO2 | AO3
---|---|---
8 | 2 | 6

Question: Why do Sources E and F have different views about the purpose of apartheid? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg:* Source E says that the policy of separate development was designed for the happiness, security and stability of all groups; Source F says that apartheid was used as a means of keeping non-whites under control.

LEVEL 2 Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

*Eg:* The answer may attempt some comparison, noting that Source E says that apartheid was designed for the benefit of the black community, to protect their language and to give them self-government; yet Source F says that the apartheid laws were designed to reduce the rights and opportunities of non-whites and was a way the whites could keep the non-whites under control.

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

*Eg:* Source E clearly implies that the black population will benefit from apartheid; they will lead a better life through separation development; the apartheid laws will protect their traditional language and will allow them a form of self-government in the Bantu regions; such policies would also benefit the white community; Source F contradicts this view of apartheid; it says that it was a deliberate policy used by the white South African government to keep the majority black population under control; it did this by reducing their rights as citizens and restricting the opportunities such as education and jobs; Source E is the view of the Prime Minister, Hendrik Verwoerd who was justifying his introduction of the policy of separate development in 1958; Source F is the view of a modern historian who was writing with the benefit of hindsight in 1997; she has had time to look back over what has happened.
LEVEL 4  Balanced and developed explanation of different views; good analysis
of the authorship of the sources and own knowledge.
The Level 4 descriptor for quality of written communication may be
considered here. [7-8]
Eg: Sources E and F provide contrasting viewpoints about the purpose of
Apartheid; answers should consider how and why these views have been
produced and the circumstances under which they were produced; Source E
is very supportive of the policy of separate development, saying that the non-
white population will benefit from having their language and lifestyle protected
by living in their own homelands; it is the view of the South African Prime
Minister who introduced the policy; he was justifying his actions and you
would expect him to be supportive of such a policy; it is a biased
interpretation by one of the architects of the apartheid system; Source F
paints a more balanced interpretation; it is the view of a modern historian
who, writing in 1997, has had time to reflect on how Verwoerd’s policy of
separate development has worked out; the historian Rosemary Mulholland
has reached the conclusion that such a policy restricted the freedoms and
opportunities of the non-white population and was used to keep the white
minority in power and in control of the larger non-white population;
Mulholland’s view would have been researched and is a reflection.
Question 2(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; understanding of historical features</th>
<th>Mark allocation: AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: Describe the part played by church leaders in the opposition to apartheid. [4]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: They spoke out against apartheid; they gave critical speeches; they campaigned for change; they had a powerful voice.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: They were important in influencing public opinion; they were status figures who carried weight; Boesak demanded the release of Mandela and was imprisoned; Tutu became the first black Archbishop of Cape Town; he was very critical of apartheid; he called for tough sanctions; white church leaders also voiced their criticism of apartheid such as Father Trevor Huddleston.

Question 2(b)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation of historical features and characteristics</th>
<th>Mark allocation: AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: Explain why South Africa stopped being a member of the Commonwealth. [5]</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: South Africa decided to leave; they did not want to be a member anymore; other countries protested against her being a member.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]
Eg: Commonwealth countries were critical of apartheid, especially the other African states; ‘wind of change’ speech by Harold Macmillion 1960; October 1960 South Africa voted to establish a republic; May 1961 Verwoerd withdrew South Africa from the Commonwealth.

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]
Eg: Commonwealth countries were critical of apartheid, especially the other African states; ‘wind of change’ speech by Harold Macmillion 1960; October 1960 South Africa voted to establish a republic; May 1961 Verwoerd withdrew South Africa from the Commonwealth.
Question 2(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 | AO2 | AO3
| 6 | 2 | 4 |

Question: How significant was Soweto in South Africa in 1976? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised reference to key concept or historical context; weak or implied knowledge shown. [1-2]

Eg: Police opened fire on a group of protestors; bad relations between police and protestors.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

Eg: The riots at Soweto broke out following a background of rising tension following educational reforms forcing the teaching of Afrikaans; it was the culmination of student protest in June 1976; it showed the significance of the Black Consciousness Movement and Steve Biko;

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

Eg: The Soweto uprising was significant because it established the leading role of the ANC in the liberation struggle, as it was the body best able to channel and organize students seeking the overthrow of apartheid; prior to this event, the liberation struggle was being fought outside of South Africa, mostly in Rhodesia (later Zimbabwe), South West Africa (later Namibia) and Angola. But from the Soweto riots, the struggle became internal and the government security forces were split between external operations and internal operations; the continued clashes in Soweto caused economic instability. The South African rand devalued fast and the government was plunged into a crisis.
Question 3

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 4 AO2 6

Question: Were economic problems the main reason why apartheid came to an end in South Africa? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Yes economic problems were a major reason for the ending of apartheid; the economy was going through a bad time; but there were also other factors which helped to bring an end to apartheid.

LEVEL 2 To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will tend to agree that economic problems were important in bringing about an end to apartheid; the South African economy was not doing very well during the late 1980s and it forced the government to introduce reforms; but other factors were also important; Botha had begun to introduce reforms and this process was continued by de Klerk; there was growing violence in South Africa which worried the government, forcing them to introduce reforms.

LEVEL 3 To distinguish between 6 and 8 marks apply the following: [6-8]

For 6-7 marks: A very good one sided answer OR an unbalanced two sided response with contextual support.

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will confirm that the worsening state of South Africa’s economy during the late 1980s was an important factor in causing the government to introduce reforms; the worsening economic situation was causing growing unrest across South Africa; Botha had begun to relax some apartheid laws through his ‘New Realism’ policy; the importance of other factors will also be considered such as the role of de Klerk; there was a growth of black resistance movements such as the UDF and de Klerk realised that reform was necessary if a bloodbath was to be avoided.
LEVEL 4

To distinguish between 9 and 10 marks apply the following: [9-10]

For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.

For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a reasoned evaluation covering a broad range of factors, identifying the importance of economic factors as a catalyst for change; by the late 1980s South Africa’s economy was in deep trouble; the international community withdrew investments & in 1986 a new range of sanctions were introduced; black unemployment in the townships doubled [25% without jobs by 1987]; growing despair led to surge in membership of black resistance groups such as the UDF; there was an increase in violent protests; but other factors 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 & PAC, the release of Mandela & other political prisoners, and the introduction a new course; it was thus a combination of factors that brought about an end to apartheid.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy and the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>performance 1 mark</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>performance 2 marks</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
<tr>
<td>performance 3 marks</td>
<td></td>
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</tbody>
</table>
GCSE HISTORY (ROUTE B)
UNIT 1: Westward Migration: The American West, 1840-1895
SPECIMEN PAPER
(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is about the battle for the Great Plains. [25]

Study the sources below and then answer the questions which follow each source.

Source A

[A photograph taken in the 1880s showing buffalo skulls piled high.]

(e) What does Source A tell you about how white settlers treated the buffalo? [2]

[6 x answer lines]

Source B

In a matter of minutes Custer’s troops destroyed Black Kettle’s village. To kill all the warriors meant separating them from the old men, women and children. This work was slow and dangerous for the cavalrymen; they found it much more efficient and safe to kill without selection. They killed 103 Cheyenne, but only eleven of them were warriors.

[From a school textbook]

(b) Use the information in Source B and your own knowledge to explain why the Plains Indians saw the white soldiers as their enemies. [4]

[12 x answer lines]
Source C

[A painting called 'Manifest Destiny' by an American artist John Gast, 1872.]

(c) How far does Source C support the view that white Americans saw it as their right to settle the Great Plains? [5]

Source D

You are the White Eagle who has come to steal the land. The Great Father [the US President] sends us presents and wants us to sell him the land. You come with soldiers to steal it before the Indian says yes or no. I will talk with you no more. I will go now, and I will fight you! As long as I live I will fight you for the last hunting grounds of my people.

[Red Cloud, a Sioux Chief, talking to Colonel Carrington at Fort Laramie in 1866.]

(d) How useful is Source D to an historian studying the relationship between the Plains Indians and the US Government? [6]
These sources say different things about the ability of the Plains Indians to defend their homelands.

**Source E**
The Indians were supplied with the latest model of repeating rifles and ammunition. Their Winchester rifles were far superior to our men's single-shot rifles. The Indians also had superior bullets.

[From the evidence of Private C. King, a soldier of the 5th Cavalry, who reached Little Big Horn shortly after the battle. He was giving his evidence to a government enquiry into the defeat in 1879.]

**Source F**
The US army was too powerful for the Indians to fight. The system of forts provided bases from which to control the Great Plains. The Indians lacked the organisation for prolonged warfare and they were never able to mount long campaigns against the US army as they had their families to feed and protect.


(e) Why do Sources E and F have different views about the ability of the Plains Indians to defend their homelands?

[In your answer you should refer to both the content of the sources and the authors]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

The Plains Indians had strong religious beliefs. The illustration below shows a ceremony called the Sun Dance.

(a) Describe the part played by religion in the lives of the Plains Indians. [4]

[12 x answer lines]

(b) Explain why the Mormons migrated West. [5]

[15 x answer lines]

(c) How important were warriors in Indian society? [6]

[18 x answer lines]

END OF QUESTION 2
QUESTION 3

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

The later settlement of the Plains happened for many reasons.

Was the spread of the railroad the main factor in encouraging the later settlement of the Plains?

In your answer you should:

- discuss the spread of the railroad and its importance in the later settlement of the Plains
- discuss any other reasons which encouraged the later settlement of the Plains

[30 x answer lines]

END OF QUESTION 3
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

| Level 1 | the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner |
| Level 2 | most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format. |
| Level 3 | the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary |
| Level 4 | the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately |
Question 1 (a)

Target: Understanding of source material
Mark allocation: AO1 AO2 AO3
2

Question: What does Source A tell you about how the white settlers treated the buffalo? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

They killed them in large numbers.
They wanted to kill them, to destroy the buffalo herds.
The men seem to be treating it like a sport, they are posing using the skull as a trophy.

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge
Mark allocation: AO1 AO2 AO3
4 2 2

Question: Use Source B and your own knowledge to explain why the Plains Indians saw the white soldiers as their enemies. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]
Eg: Because the soldiers killed all the Indians in the settlement; they carried out a mass-killing of old men, women and children; 103 people were killed but only eleven were warriors.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]
Needs explanation and background knowledge for highest mark.
Eg: The soldiers did not respect the Indians, their land or their way of life; they carried out a massacre [at Washita]; they killed an entire village of 103 Cheyenne people; they destroyed Black Kettle’s village; Black Kettle himself was killed and scalped; the Indians grew to distrust the white soldiers and see them as their enemies.
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

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Question: How far does Source C support the view that white Americans saw it as their right to settle the Great Plains? [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**
Generalised answer; reference to content of source only. [1-2]
Eg: The painting shows all the white settlers heading across the Plains pushing the Indians off their land.

**LEVEL 2**
Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]
Eg: The painting shows the different types of white settlers – miners & adventurers, homesteaders & ranchers, the stage coach and railway heading west; the Plains Indians and the buffalo are being pushed off their land by the white settlers; the large lady figure carrying a Bible seems to be suggesting that this is God's work and the white settlers are doing what is right.

**LEVEL 3**
Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]
Eg: The painting is a visual representation of the notion of 'Manifest Destiny', a belief that the white settlers had a God driven right to inhabit the Plains; the painting confirms the belief of many white settlers that what they were doing was correct, it was God's work; they believed it was their right to displace the Indians, kill the buffalo and claim the land as theirs; however, not all Americans supported such grand ideas and thought 'Manifest Destiny' was wrong.
Question 1 (d)

Target: Critical analysis and evaluation of source material; deployment of knowledge

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Question: How useful is Source D to an historian studying the relationship between the Plains Indians and the US Government? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1-2]

Eg: Source D is useful because it shows how the Indians believed the US Government could not be trusted; the Government broke their agreements with the Indians.

LEVEL 2 Considers usefulness of the source in terms of its content. OR

Deals with some aspects of content; refers to authorship. [3]

Eg: Source D is useful because it shows how it was common for treaties between the US Government & the Indians to be broken; Red Cloud spells out his distrust of the white man, saying that the US Government does not stick to its word; the Government uses its soldiers to steal Indian land; the US Government does not respect the agreements it makes with the Indians and so Red Cloud is now going to war.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Includes the above and also notes that it is the view of Red Cloud, a Sioux Chief, who had been talking to Colonel Carrington of the US Government.

LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source. [6]

Eg: The source is very useful because it is the opinion of Red Cloud, a Sioux Chief, who had first-hand experience of dealing with the white man; in this instance he is talking to Colonel Carrington at Fort Laramie in 1866; Red Cloud spells out the reasons for his mistrust, saying that the US Government cannot be trusted to stick to the agreements it makes with the Indian tribes; however, it is a biased source, giving the view from an Indian perspective; the US Government would view the negotiations differently.
Question 1 (e)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

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Question: Why do Sources E and F have different views about the ability of the Plains Indians to defend their homelands? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2] Eg: Source E says that the Indians had the best rifles and superior bullets; Source F says that the US army was too powerful for the Indians to fight & the Indians lacked organisation.

LEVEL 2 Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4] Eg: The answer develops the points made in Level 1 about the ability of the Indians to fight; it may attempt some weak comparison, noting that in Source E it says that the Indians possessed Winchester rifles; they were repeater rifles which were better than the single shot rifles used by the white soldiers; these weapons enabled the Indians to win the battle of Little Big Horn; Source F appears to say the opposite; the soldiers had forts which they used as bases; the Indians lacked the organisation to fight a long war, they had to stop fighting to feed their families.

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6] Eg: Source E implies that the Indians possessed the distinct advantage of better weapons such as the Winchester repeater rifles and superior ammunition which enabled them to defeat the US cavalry force at the battle of Little Big Horn; this source suggests that the Indians were the better fighters; it is the view of Private C. King, a member of the 5th Cavalry who was giving evidence to a government enquiry to find out why Custer lost the battle; Source F implies that the Indians were doomed to lose the battle for the Great Plains; the US army had distinct advantages – more men, a system of forts to act as regional bases, more supplies and the means to keep fighting all through the year; the Indians lacked organisation and had to stop fighting periodically to hunt for food to feed their families; it is the view of a modern historian writing with the benefit of hindsight in 1998; he has the time to look back over what has happened.
LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Sources E and F provide contrasting viewpoints about the ability of the Indians to defend their homelands; answers should consider how and why these views have been produced and the circumstances under which they were produced; Source E suggests that during the battle of Little Big Horn the Indians had the advantage of better weapons and ammunition; however, Source E is the view of a cavalryman who saw the massacre of Custer’s men and was attempting to provide reasons for the defeat of his comrades to a government enquiry; Private King might be biased, not wanting to blame Custer and so he stressed the advantages of the Indian weapons; Source F provides a more balanced and reflective view; it is the view of a modern historian, Mike Mellor, who would have had time to research the reasons for the inability of the Indians to defend their homelands, seeing events like Little Big Horn as a one-off victory; Mellor has concluded that the odds were stacked against them – they lacked organisation and were unable to unite together for long; they lacked the resources and manpower; Source F provides the long-term view of the reasons for their ultimate defeat; Source E focuses on just one battle which was just a short-term success.
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 AO2 AO3

4 4

Question: Describe the part played by religion in the lives of the Plains Indians. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: It was very important; the Plains Indians were very religious; they believed in spirits and tried to contact them.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: Religion dominated the Indian way of life; they believed in the Great Spirit which ruled over everything; they believed that all natural things had spirits of their own and had to be respected; they believed in the importance of circles; they believed they could come into contact with the spirits through visions; the medicine man would interpret visions & make contact with spirits; dances were also used to contact spirits.

Question 2(b)

Target: Recall and deployment of knowledge; explanation of historical features and characteristics

Mark allocation: AO1 AO2 AO3

5 2 3

Question: Explain why the Mormons migrated West. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only [1-2]
Eg: To find a better place to live; they were fed up at being attacked; many Americans did not like them; their religion was different.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]
Eg: Their beliefs were unacceptable to many Americans; they were forced to migrate because of persecution; they wanted to live where there were few other people

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]
Eg: Answers will provide more specific detail such as many people did not like the Mormon stance on polygamy; they were forced to leave Ohio and Illinois because of persecution; Brigham Young wanted to find a site remote from the control of the US Government; he chose Great Salt Lake area which was controlled by Mexico at the time and outside US control
Question 2(c)

**Target:** Recall and deployment of knowledge; analysis and evaluation of key historical concepts

**Mark allocation:**

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</table>

**Question:** How important were warriors in Indian society?  [6]

Use 0 for incorrect or irrelevant answers

**LEVEL 1** Generalised reference to the key concept or historical context; weak or implied knowledge shown.  [1-2]

*Eg:* They were hunters; they were good fighters.

**LEVEL 2** Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.  [3-4]

*Eg:* Warriors were important because they undertook the hunting to supply the band with food they did all the fighting to protect the band/tribe against other tribes/white men; they were good horsemen, respected within the tribe.

**LEVEL 3** Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.  [5-6]

*Eg:* Warriors occupied a very important position within the band/tribe; ultimately they were responsible for supervising all the hunting and travelling; they protected the village against attack; they were skilled horsemen and status equated to horses; they took part in decision making within the council; they were respected by the rest of the band.
Question 3

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 10 | AO2 4 | AO3 6

Question: Was the spread of the railroad the main factor in encouraging the later settlement of the Plains? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support.

The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Yes the spread of the railway was an important factor; it was much easier and faster to travel by train; people could move things easier by train; but there were other factors which caused the settlement of the Plains.

LEVEL 2 To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will tend to agree that the railroad was a major factor in encouraging the later settlement of the Plains; trains were a fast and efficient means of transport; the building of new lines made travel easier; it improved communications; but other factors were also important; the government passed laws to encourage people to settle; many wanted to leave their existing lifestyle in the east; they wanted adventure and excitement.

LEVEL 3 To distinguish between 6 and 8 marks apply the following: [6-8]

For 6-7 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will confirm that the spread of the railroad played a key part in encouraging settlement of the Plains; the construction of the trans-continental railway really opened up the Plains; train companies did much to lure people to settle with the offer of cheap land; but these issues should be considered alongside other factors such as the hardships of life on the east coast; the desire to escape from religious or political persecution; the government offered free land and support; stories of paradise in the West.
LEVEL 4  To distinguish between 9 and 10 marks apply the following: [9-10]

**For 9 marks:** A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.

**For 10 marks:** A reasoned two sided answer with good balance, using fully accurate and relevant contextual support.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a reasoned evaluation covering a broad range of factors, identifying the spread of the railroad as playing a key role in encouraging settlement of the Plains; the opening of the trans-continental line in 1869 opened up the West & new lines were added continually; rail companies spent large sums trying to attract settlers with the offer of cheap land; towns sprang up along the railway lines; but other factors will also be considered such as the ending of the Civil War and its effects; the pressure of land in the east; growing economic problems in the east; the desire to escape religious persecution (Mormons); the wish to start a new life; a range of laws passed by the Government – Homestead Act 1862, Timber & Culture Act 1873; the discovery of gold; thus a combination of factors brought about the settlement of the Plains.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
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<td><strong>Threshold performance</strong></td>
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<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
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<tr>
<td><strong>Intermediate performance</strong></td>
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<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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<tr>
<td><strong>High performance</strong></td>
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<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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GCSE
HISTORY (ROUTE B)
UNIT 2: The Changing Role and Status of Women, 1900-present
SPECIMEN PAPER
(1 hour 15 minutes)

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 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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into the changing role of women at home. [25]

Study the sources below and then answer the questions which follow.

Source A

[A poor family at home before 1914]

(a) What does Source A show you about the traditional role of women before 1914? [2]

[6 x answer lines]

Source B

[A chart based on official population census figures]

(b) Use the information in Source B and your own knowledge to explain why there were changes in the size of families after 1901. [4]

[12 x answer lines]
Source C

[A photograph of a mother claiming her first family allowance money in 1945]

(c) How far does Source C support the view that the lives of women at home were improved by government legislation? [5]

[15 x answer lines]

Source D

The unemployment problem of the 1930s Depression caused many problems. The Means Test continued to be harshly applied and many children were underfed. Women, especially young mothers, sacrificed themselves to keep children clothed and fed the best they could. They struggled to make ends meet and to keep up the morale of their out-of-work husbands.

[From a specialist history book by Professor Dai Smith, Wales between the Wars (1988)]

(d) How useful is Source D to an historian studying women in the Depression years? [6]

[Explain your answer using the source and your own knowledge.]

[18 x answer lines]
These two sources say different things about women at home.

**Source E**

Things haven't changed much in this place. I do what my mother did and what my grandmother did. I see to the house and I look after the children. Sure, we've got the mod cons in the kitchen, but life remains the same for me and my friends really. Our husbands go to work and to the pub and we stay in with the kids.

[A young mother in a coal-mining village in England, interviewed for a television documentary on the changing role of women (1988)]

**Source F**

Since the 1960s women have acquired more domestic appliances. Housework became easier and quicker. Housewives were freed from the time-consuming, repetitious, labour intensive work in the home, particularly cooking, washing and cleaning. Many began to have more time for themselves. British homes became more attractive places for women. Housing estates on the outskirts of large towns and cities and suburban private estates greatly improved living standards.

[From the Changing Role and Status of Women in the Twentieth Century, a GCSE history text-book written by W. Gareth Evans (2000)]

(e) Why do Sources E and F have different views about women at home? [8]

[In your answer you should refer to both the content of the sources and to the authors]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

Many women took an active role in World War I. The photograph below shows women at work during the war.

(a) Describe some of the paid work done by women in the First World War. [4]

(b) Explain why there were changes in working opportunities for women after the Second World War. [5]

(c) Choose a female role model from the world of work that you have studied. Why was this person important to female employment? [6]
QUESTION 3

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

There have been many campaigns to gain equal political rights for women.

How successful have women been in gaining equal political rights from 1900 to the present day?

In your answer you should:

- discuss the successes made by women in gaining equal political rights
- discuss any failures in the gaining of equal political rights by women

[30 x answer lines]

END OF QUESTION 3
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

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<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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THEMATIC STUDY

THE CHANGING ROLE AND STATUS OF WOMEN, c.1900 to the present day

DRAFT MARKING SCHEME

Question 1 (a)

Target: Understanding of source material

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Question: **What does Source A show you about the traditional role of women before 1914?**

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*The source shows that many women were housewives, looking after the home.*

*Source A shows that the traditional role of women before 1914 was as a mother.*

*Many women looked after large families.*

*Many women looked after the home and tended to their husbands.*

Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

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Question: **Use Source B and your own knowledge to explain why there were changes in the size of families after 1901.**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

*Eg: The source shows that the size of families has altered, going down, then up and then levelling off.*

**LEVEL 2**

Clear explanation of the content with an attempt to provide some context.

Needs explanation and background knowledge for highest mark. [3-4]

*Eg: Source B explains that there have been many changes in family size. Expect reference to the availability of contraceptive methods from 1914 and the introduction of birth control clinics were introduced from 1921. Family sizes peaked again by 1961, probably as a result of the post-war 'Baby Boom'. Since that time, there has been a steady reduction in the size of families, as the contraceptive pill became available in the 1960s.*
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

Mark allocation:  

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Question: How far does Source C support the view that the lives of women at home were improved by government legislation? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer; reference to content of source only. [1-2]

Eg: It tells us that women and families were given money in 1945; that family allowance was introduced in 1945.

LEVEL 2  Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

Eg: Source C tells us that family allowance was introduced in 1945 and this was a great help to families who needed the extra money at this time; the source confirms that government policies did help to improve the lives of women at this time.

LEVEL 3  Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

Eg: The source supports the view that government legislation and policies improved the lives of women; it refers to the introduction of family allowances, a central plank of the Welfare State set up at the end of World War 2. Credit answers which mention how the policy worked or that it is now called child benefit. Some answers may question the photograph as set-up but most will concur that government legislation such as this has been beneficial for women and families at home.
Question 1 (d)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Critical analysis and evaluation of source material; deployment of knowledge</th>
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<tr>
<td>Mark allocation:</td>
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**Question:** How useful is Source D to an historian studying women in the Depression years? [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases content of source. [1-2]

_Eg:_ Source D is useful because it says that there were many tragedies in the Depression years. There was the Means Test and women made sacrifices.

**LEVEL 2** Considers usefulness of the source in terms of its content. OR

Deals with some aspects of content; refers to authorship. [3]

_Eg:_ Source D is useful because it tells us that the Means Test was harsh on people, that mothers had to make sacrifices for their children, who were sometimes underfed. Women struggled to make ends meet. The source was written by Professor D. Smith in 1988.

Deals with content of source well and begins to consider origin or purpose of source. [4]

_Eg:_ Source D is useful secondary evidence about the effects of the Depression on women. They had to struggle to eke out the meagre Dole money as far as possible; they had to endure the rigorous questioning of the Means Test; and they had to keep up the morale of their husbands, who may have been unemployed for many years during the 1930s. The source is useful because it was written in a specialist history book about Britain between 1919 and 1939 and the author would have researched lots of evidence for the book, published in 1988.

**LEVEL 3** Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

_Gives a reasoned and balanced evaluation, considering usefulness in terms of terms of issues such as content, origin and purpose of source._ [6]

_Eg:_ Source D was written to inform people about the crucial decades between the two world wars. The source is useful to an historian, as the author will have looked at lots of primary and secondary evidence, but further evidence would need to be considered in order to reach a balanced conclusion about women in the Depression years. Evidence about the more positive side of life at this time, like the community spirit, is needed.
Question 1 (e)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

Mark allocation: 8 2 6

Question: Why do Sources E and F have different views about women at home? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg: Source E tells us that women’s place is still in the home. Source F says that housework has become easier and living standards have improved.*

LEVEL 2 Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

*Eg: In Source E, the woman is saying that the life of women in her village has not changed since her grandmother’s time. Despite the advances made by women since that time, there were still two types of life -- the man’s life and the woman’s life, which was still ruled by home and family. The author of Source F presents a more generalised view of women at home, showing how they had benefited, by 2000, from the invention of domestic appliances and from developments in better housing standards. Answers may comment on the type of source as a reason for difference.*

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

*Eg: Source E was the view of a mother in a coal-mining village in a part of England where life doesn’t seem to have changed very much. She is being interviewed for a television documentary and may have been asked a certain question to get this answer. Source F was written by W. Gareth Evans as a GCSE History text-book to give information to pupils about how the role of women changed throughout the 20th. He has collected evidence which focuses on the improvements which have benefited women. Expect some comment which refers to his views being influenced by the fact that he is a man! Answers should comment on the fact that one author has reached an interpretation using hindsight.*
LEVEL 4  Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here.

Eg: The two sources provide contrasting views about women at home. Answers should consider how and why these views have been produced. Answers should discuss the differences between personal views and those of more general interpreters. The view of the author of Source E is a very personal one which might reflect life in her village, but does it really reflect life for all women who lived through this time? The author of Source F has written his book for a different purpose – to inform GCSE pupils about the effect of changes. Gareth Evans has formed his interpretation by researching a range of evidence and reaching a balanced conclusion.
Question 2(a)

Target: Recall and deployment of knowledge; understanding of historical features
Mark allocation: AO1 AO2 AO3

Question: Describe some of the paid work done by women in the First World War. [4]
Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: Women worked in munitions factories.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: The Women's Service Bureau was set up by the NUWSS in 1914; it drafted and directed women to various types of work. As well as traditionally more 'female' jobs like shop assistants, catering, cleaning and nursing, women did traditional 'men's' jobs such as engineering and metalwork, bus-conductors, road-sweepers, mechanics, porters, post-women and farm-workers. This latter eventually led to the formation of the Women's Land Army.

Question 2(b)

Target: Recall and deployment of knowledge; explanation of historical features and characteristics
Mark allocation: AO1 AO2 AO3

Question: Explain why there were changes in working opportunities for women after the Second World War. [5]
Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: Expect references to women had doing valuable work during the Second World War and wanting to continue working after the war.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]
Eg: Reasons explained will include the fact that women had played a vital role in war work. From 1941, women had been conscripted into war work and by 1943, 7 million women had been mobilised into industry, the forces and civil defence. Women had proved their worth and many women were determined to overcome male prejudices and to continue working after the war was over..

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]
Eg: There were changes to working opportunities for a variety of factors. There was a slow change in attitude to women's employment after the Second World War. Many women had gained more independence during the war and had gained control of their own lives. There was an expectation that they would continue to work after the war and this was made possible because there was an expansion in the service industry sector, for example. The new light industrial work that had been created in some areas before the war was expanded after the war and many women were able to work in such industry for example the car assembly at Ford, Dagenham or the Hoover factory at Merthyr Tydfil. The expansion of opportunities in secondary and higher education for women after 1945 also heightened women's expectations.
Question 2(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1  AO2  AO3

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Question: Choose a female role model from the world of work that you have studied. Why was this person important to female employment? [6]

NB: The specification refers to examples such as Laura Ashley, Anita Roddick and JK Rowling. Answers will probably refer to one of these, but examiners can accept any suitable example from the world of work.

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised reference to key concept or historical context; weak or implied knowledge shown. [1-2]

Eg: Successful women role models have encouraged other women to follow their example.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

Eg: Laura Ashley was a very important businesswoman. She established a very successful range of women's wear and later expanded her business to cover home and furniture. She had a factory at Carno in Mid Wales and opened her first shop at Llanidloes. She showed that women could create a successful business which employed many people in 219 shops throughout Britain and the world.

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

Eg: Anita Roddick was important because she was a forerunner of social entrepreneurship. She was a founder of a company that combined the goal of making a profit with giving back to society. With no training in business, Roddick opened the first Body Shop store in Brighton, England in 1976 at her husband's suggestion, making her own products out of natural ingredients. She grew the outfit through franchising and took it public eight years after first opening its doors. In 2006 Roddick sold the The Body Shop to L'Oreal, so she could dedicate her time to philanthropy. She transformed her industry by being two things - a philanthropist and an entrepreneur. At a time when few female business owners were prominent, her work was important in introducing new generations of women to the possibility that they could run their own business ventures.
Question 3

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 AO2 AO3

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Question: How successful have women been in gaining equal political rights from 1900 to the present day? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Women are much more equal than they were in 1900.

LEVEL 2 To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will agree that women have been successful in gaining political rights, due to the work of early campaigners like the Suffragists and Suffragettes. By 1928, all women over 21 could vote and this was further reduced to 18 from c.1970. It was from this time that the impact of Feminism and Women's Lib built on the ideas of the 1960s, to push for laws giving women more equal rights. When Mrs Thatcher became Prime Minister in 1979, even she claimed that "the battle for women's rights had been largely won".

LEVEL 3 To distinguish between 6 and 8 marks apply the following: [6-8]

For 6 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will identify a number of factors referring to the issue of equal rights. This will include the campaign for the vote and the move towards equality. Expect some reference to the fact that the battle for women's rights has not been won completely. The work of the Equal Opportunities Commission from the 1970s was not always successful and there were not very many MPs.
LEVEL 4  To distinguish between 9 and 10 marks apply the following: [9-10]
For 9 marks: A reasoned two sided answer with good balance, using mostly
accurate and relevant contextual support.
For 10 marks: A reasoned two sided answer with good balance, using fully
accurate and relevant contextual support.
The Level 4 descriptor for quality of written communication may be
considered here.
Eg: Answers will clearly evaluate the issue in the question. Answers will
consider the successes of the Suffragists and the Suffragettes and the
campaign for equality which emerged in the 1960s. Answers will also
consider whether the issue of equal political rights has really been tackled or
whether there is still much progress to be made. Expect reference to the
proportion of MPs and AMs and issues like all-women shortlists. There are
several women in important ministerial roles, including Harriet Harman and
Jacqui Smith in Westminster and Jane Hutt and Jane Davidson as high profile
figures in Wales. This may reflect success for women in gaining equal political
rights, but it does not reflect parity in gender representation. There must be a
strong degree of historical perspective and coverage to gain this level.

Examiners are expected to award marks for spelling, punctuation and the accurate use of
grammar in this question.

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<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong> 1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
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<tr>
<td><strong>Intermediate performance</strong> 2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong> 3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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</table>
GCSE HISTORY (ROUTE B)
UNIT 2: Developments in Sport, Leisure and Tourism, 1900-present
SPECIMEN PAPER
(1 hour 15 minutes)

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.
QUESTION 1

This question is an enquiry into changes in holiday patterns. [25]

Study the sources below and then answer the questions which follow.

Source A

[A railway poster of the 1930s inviting tourists to visit North Wales]

(a) What does Source A show you about traditional seaside resorts? [2]

[6 x answer lines]

Source B

[A photograph showing campers enjoying early morning exercises at Butlin’s in Bognor Regis, (1938)]

(b) Use the information in Source B and your own knowledge to explain why Butlin’s holiday camps were popular. [4]

[12 x answer lines]
Source C

Lots of families started to take their holidays abroad in the 1970s. Air travel became much more affordable and much more available. The older British seaside resorts such as Barry and Morecambe just couldn't offer the same for the holiday-makers.

[From an article in the Western Mail newspaper, 2007]

(c) How far does Source C support the view that the decline of British seaside resorts was due to cheap foreign holidays? [5]

[15 x answer lines]

Source D

Every year we went to Rhyl on the train. But in 1959 when I was about 10, my uncle got a car. That year we went to Conwy Morfa for the weekend in the car! We'd never been there before because it was too far to walk from the station. No amusements, but sand dunes and an old quarry and a beach with no one else on it. I felt like I owned the place!

[Alan Jones from Wrexham, remembering his childhood holidays in north Wales in an interview for a local newspaper (1999)]

(d) How useful is Source D to an historian studying changes in British holidays in the 1950s? [6]

[Explain your answer using the source and your own knowledge.]

[18 x answer lines]
These two sources say different things about British holidays.

**Source E**

I love visiting west Wales. My family has been coming here for many years. I don't see why people have to go abroad when there are such beautiful places to stay in and to visit. We are always spoiled for choice when it comes to activities, in good or bad weather. We like to walk on the coastal paths while the children have always loved playing on the beach and in the sea.

[A mother of a growing family, giving an interview for a Welsh Tourist Board brochure (2001)]

---

**Source F**

British holiday habits have changed considerably over the years. In the 1970s, the airline industry expanded and tour operators started to offer cheap packages to Spain. By the 1980s British tourists started to prefer a package holiday abroad rather than spend their holidays in Britain. By 2000 more and more people took two holidays abroad each year.

[Pat Yale, a travel writer, writing in a text book on leisure and tourism, *Tourism in the UK* (2002)]

---

(e) Why do Sources E and F have different views about holidays taken by British people? In your answer you should refer to both the content of the sources and to the authors

[24 x answer lines]
QUESTION 2

Each decade of the twentieth century has had its own sporting stars. The photograph below shows Len Hutton, a star of the 1950s.

(a) Describe the sporting achievements of one sporting star from the twentieth century that you have studied. [4]

[12 x answer lines]

(b) Explain why the Olympic Games have become such a popular sporting event. [5]

[15 x answer lines]

(c) How successful have women been in taking part in an increasing number of sports? [6]

[18 x answer lines]

END OF QUESTION 2
QUESTION 3

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

There have been many developments in popular entertainment since 1900.

Has cinema been the most important development in popular entertainment from 1900 to the present day?

In your answer you should:

- discuss the importance of cinema as a form of popular entertainment
- discuss the importance of other forms of popular entertainment

[30 x answer lines]

END OF QUESTION 3
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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THEMATIC STUDY
SPORT, LEISURE AND TOURISM, c.1900 to the present day

DRAFT MARKING SCHEME

Question 1 (a)

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<th>Target:</th>
<th>Understanding of source material</th>
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Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

The source shows that traditional seaside resorts were attractive for children. Source A shows that seaside resorts offered attractions for children. Popular activities involved sea, sand and activities on the pier. The poster also tells us that seaside reports like Rhyl were accessible by rail.

Question 1 (b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material; recall and deployment of own knowledge</th>
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Question: Use Source B and your own knowledge to explain why Butlin's holiday camps were popular. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The source shows that Butlin's holiday camps organised early morning exercises outside the campers' chalets.

LEVEL 2 Clear explanation of the content with an attempt to provide some context. [3-4]

Needs explanation and background knowledge for highest mark.

Eg: Source B explains lots of reasons for the popularity of camps like Butlin's. For example, there were individual chalets where the campers would stay at a Butlin's holiday camp. It also shows that organised activities were enjoyed. Such activities would have been organised by Red Coats. The camp was situated at Bognor Regis, where the campers could have enjoyed the sea air. Expect reference to the cheapness of the camps and which offered 'a week's holiday for a week's pay.'
Question 1 (c)

Target: Analysis and evaluation of source material; reaching supported judgements

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Question: How far does Source C support the view that the decline of British seaside resorts was due to cheap foreign holidays? [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; reference to content of source only. [1-2]

Eg: Lots of families went abroad; flying by air was cheaper; British resorts couldn't offer the same things as foreign holidays.

**LEVEL 2**

Discusses content and authorship of source with an attempt at a judgement on the extent of support for the view. [3-4]

Eg: The source supports the view that the decline of British seaside resorts from the 1970s was caused by people flying to foreign countries for their holidays; these flights to other countries like Spain and Greece were cheap and promised better weather; traditional British resorts like Barry and Morecombe could not compete with these attractions.

**LEVEL 3**

Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view. [5]

Eg: The source fully supports the view that cheap travel abroad was responsible for the decline of British seaside resorts; the development of cheap air fares and package holidays abroad had a dramatic impact upon the appeal of traditional British seaside resorts; British resorts could not offer the same facilities such as a warm climate and the attractions of going to a foreign country; resorts like Barry and Morecombe lost custom and began to decline as they did little to win back holidaymakers. Credit reference to a factual account from a reputable newspaper.
Question 1 (d)

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**Question:** How useful is Source D to an historian studying the changes in British holidays in the 1950s? [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases content of source. [1-2]

Eg: Source D is useful because it says that in 1959 it was possible to go away for the weekend by car.

**LEVEL 2** Considers usefulness of the source in terms of its content. OR

Deals with some aspects of content; refers to authorship. [3]

Eg: Source D is useful because it tells us that instead of going on holiday by train, it was now possible to go away for the weekend and to go to places which were previously inaccessible.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Source D is useful evidence about the changes in British holidays. It shows that traditional holidays by rail, taken once a year, could now be replaced by short breaks to more isolated and undiscovered places. The source is useful because it was given in an interview for a local newspaper and would show the kind of holidays that were traditionally taken and how they were changing because of the use of the motor car from the late 1950s.

**LEVEL 3** Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of issues such as content, origin and purpose of source. [6]

Eg: Source D was written to inform the readership of this local newspaper about changing in British holidays. The source is useful to an historian but its focus is rather narrow, being only one person's view about one particular area. Other evidence would need to be considered in order to reach a balanced conclusion about changes in British holidays in the 1950s.
Question 1 (e)

Target:
Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

Mark allocation: 
AO1 | AO2 | AO3
---|---|---
8 | 2 | 6

Question: Why do Sources E and F have different views about holidays taken by British people? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Source E tells us about the appeal of Wales to visitors. Source E says that many people prefer to take package holidays abroad.

LEVEL 2 Starts to offer limited explanation for the different views in terms of either their content or their authorship. Answers which make a good judgement on one source with some contextual support should be placed in Level 2. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

Eg: In Source E, the author is describing the kind of holiday experiences that west Wales has to offer. Much is made of the beauty of the area and of its appeal to walkers and to people who enjoy the sea. The author of Source F shows how holidays taken by British people have changed over the last 30 years. Answers may comment on the type of source as a reason for difference.

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship; some analysis is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

Eg: The author of Source E is being interviewed for a tourist guide on behalf of the Welsh Tourist Board. She is bound to say attractive things about holidays in Wales. Source F was written by a travel writer and shows how British holiday habits have changed since the expansion of the airline industry in the 1970s. She wants to show how people now spend their holidays abroad, rather than spend their holidays in Britain. Answers should comment on the fact that one author has reached an interpretation using hindsight.

LEVEL 4 Balanced and developed explanation of different views; good analysis of the authorship of the sources and own knowledge. The Level 4 descriptor for quality of written communication may be considered here. [7-8]

Eg: The two sources provide contrasting views about British holidays. Answers should consider how and why these views have been produced. Answers should discuss the differences between personal views and those of more general interpreters. The author of Source E has strong views about the appeal of West Wales because she is a regular visitor to the area and has been asked for her opinion for use in a publication designed to advertise the area to potential tourists. The author of Source F has written a textbook on leisure and tourism and, as a travel writer, she presents an informative and less biased view of the holiday trends taken by British people over the past 30 years. Answers may concur that her view is more likely to be accurate in their experience.
Question 2(a)

**Target:** Recall and deployment of knowledge; understanding of historical features

**Mark allocation:**

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**Question:** Describe the sporting achievements of ONE sporting star from the twentieth century that you have studied. [4]

**NB:** The specification refers to examples such as Fred Perry, Len Hutton, Gareth Edwards, David Beckham, Mary Rand, Tanni Grey-Thomson, Kelly Holmes and Nicole Cooke. Answers may refer to one of these, but examiners can accept any suitable example which describes sporting achievement.

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made. [1-2]

_Eg:_ Tanni Grey-Thompson was a successful disabled athlete or information on the actual star that has been studied.

**LEVEL 2** A more detailed and accurate description. [3-4]

_Eg:_ Tanni Grey-Thompson won 16 medals in the Olympics, 11 of which were gold. She competed at various distances in the Olympics and she won the London Marathon, too. She raised the profile for disabled athletes: no longer did they have to compete in separate Paralympics, they now feature on the same programme as physically able athletes. Tanni referred to 'Disability Sport' and served as a role model to other disabled athletes. She made her debut at the 1988 Seoul Olympics and retired in 2007. This is a guide to the type of detail that may be expected at Level 2 whichever sporting star is chosen.
Question 2(b)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation of historical features and characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation: AO1 AO2 AO3</td>
</tr>
<tr>
<td>5  2  3</td>
</tr>
</tbody>
</table>

Question: Explain why there was a growth in spectator sport in the early twentieth century. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: Expect references to sport was becoming part of many people’s lives. There were more opportunities for some people to play sport and for others to spectate.

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]

Eg: Reasons explained may include the fact that there were lots of great sporting achievements. The 1920s were the ‘golden age’ for Welsh soccer. Cardiff City was in the First Division and won the FA Cup in 1927. This would have encouraged people to watch and to play this sport. Similarly, Wales’s 13-12 victory in rugby over the New Zealand All Blacks in 1935, would have encouraged participation in, and support for, this sport after a period of non-achievement and decline. Other spectator sports also benefited from successful achievement such as Tommy Farr in boxing between 1927 and 1939; and in cricket, the bodyline series of the early 1930s.

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]

Eg: Expect details of sporting achievements along with various other reasons. These should include the influence of radio broadcasting; comics and magazines presented made much of ‘sporting heroes’; the use of the railways made attendance at football league away games possible; and the growing ‘weekend habit’ and increasing free time.
Question 2(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 AO2 AO3

| 6 | 2 | 4 |

Question: How successful have women been in taking part in an increasing number of sports? [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised reference to key concept or historical context; weak or implied knowledge shown. [1-2]

Eg: Women have taken part in a greater number of sports in recent times.

LEVEL 2 Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

Eg: At the start of the C20th, women played tennis and hockey but it was not until the latter half of the C20th that women's participation in sport grew enormously. Mary Rand won Britain's first-ever Olympic women's athletics gold medal in 1964, in the long jump. Her success encouraged other women to participate in athletics, so that Tessa Sanderson won Britain's first throwing gold medal in the javelin at the 1984 Olympics. From the 1970s, women began to take part in sports like rugby and horse-racing which had previously been exclusively for men.

LEVEL 3 Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

Eg: Women's success in taking part in a greater number of sports has been limited and slow. Until recent times, there were athletics events in the Olympics – triple jump, pole vault and steeplechase – from which women were still excluded. In the professional era, women athletes were paid less than men – Sally Gunnell received half the pay of Linford Christie. However, in the 2007 Wimbledon Tennis Championships, women were paid the same amount as men. In the twenty-first century, evidence suggests that the participation of women in sport has increased. This may be due to increased leisure time and a changing view of women's role in society.
Question 3

Has cinema been the most important development in popular entertainment from 1900 to the present day? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1

Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Cinema has been a continuous form of mass entertainment since 1900. And has been the most important development; or answers will dismiss the premise and claim that television is the most important factor.

LEVEL 2

To distinguish between 3 and 5 marks apply the following: [3-5]

For 3 marks: A one sided answer with some contextual support OR a very weak two sided answer with little contextual support.

For 4-5 marks: A reasoned one sided answer with contextual support OR a weak two sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will tend to describe the impact of cinema from silent cinema and the 'talkies,' making the following decades – 1930s to 1950s - into the 'Golden Age' for cinema. However, ever since the 1950s, television has posed a huge threat to cinema and the huge choice now offered by television has contributed to the closure of many cinemas, thus diminishing its popularity as a medium of mass entertainment.

LEVEL 3

To distinguish between 6 and 8 marks apply the following: [6-8]

For 6-7 marks: A very good one sided answer with contextual support OR an unbalanced two sided response with contextual support.

For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will identify a number of important developments in popular entertainment. Cinema must be considered. Although many cinemas closed down in the 1970s and 1980s, there has been a revival in cinema attendances since the 1990s, as film companies have produced blockbuster films and as cinemas themselves have transformed into multiplex units, showing wide-screen films with special effects. However, multi-channel television also offers a very broad appeal to people. Popular music has had a strong appeal ever since the 1960s and this has also been an important development in popular entertainment, supplemented by current developments in entertainment technology such as i-pods and MP3 players.
LEVEL 4  To distinguish between 9 and 10 marks apply the following:  [9-10]

For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.

For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant contextual support.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers may agree that cinema has been the most important development in mass entertainment from 1900 to the present day, because it has lasted so long. However, answers are likely to claim that television has been the most important development. A claim for radio being a very important development in mass entertainment may also be made, as its contribution has lasted since 1922 and has led to a variety of affordable entertainment, including pop music. Expect some reference to the use of the internet and gaming devices as being important developments. There must be a strong degree of historical perspective and coverage to gain this level.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>Intermediate performance</td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>High performance</td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
</tbody>
</table>
GCSE HISTORY (ROUTE A)
UNIT 3: The Development of Germany, 1919-1991
SPECIMEN PAPER
(1 hour 15 minutes)

INSTRUCTIONS TO CANDIDATES

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

Answer two questions from Section A and one question from Section B.

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are the questions in Section B.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to your chosen question in Section B.
SECTION A

Answer two questions from this section

QUESTION 1 [20]

Look at Source A and answer the question which follows.

Source A

(a) What does Source A show you about Nazi party rallies? [2]

[6 x answer lines]

(b) Describe the division of Germany at the end of the Second World War [4]

[12 x answer lines]
Look at these two sources about election results in Germany and answer the question that follows.

**Source B**

<table>
<thead>
<tr>
<th>Party</th>
<th>Seats gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Democrats</td>
<td>152</td>
</tr>
<tr>
<td>Centre Party</td>
<td>61</td>
</tr>
<tr>
<td>People’s Party</td>
<td>45</td>
</tr>
<tr>
<td>Democrats</td>
<td>25</td>
</tr>
<tr>
<td>Communists</td>
<td>54</td>
</tr>
<tr>
<td>Nationalists</td>
<td>79</td>
</tr>
<tr>
<td>Nazis</td>
<td>12</td>
</tr>
</tbody>
</table>

[German election results for May 1928]

**Source C**

The election results of 1933 brought the Nazis to power. More people voted for them and they won more seats than ever before.

[From a history textbook]

(c) Use Sources B and C and your own knowledge to explain why support for the Nazis had increased by 1933

[18 x answer lines]

(d) Explain why many Germans turned against the Weimar republic.

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

Look at Source A and answer the question that follows.

Source A

[German children playing with bank notes in 1923]

(a) What does Source A show you about the German economy in 1923? [2]

[6 x answer lines]

(b) Describe how women were affected by Nazi rule. [4]

[12 x answer lines]
Look at these two sources about Germany after the Second World War and answer the question that follows.

**Source B**

[A West German town in the 1960s]

**Source C**

It was like going back forty years. There weren't many cars on the road and many buildings looked as if they hadn't been touched since the war. There were political posters and red flags everywhere

[from a British tourist who visited East Germany in the 1960s]

(c) Use Sources B and C and your own knowledge to explain why life was different in West and East Germany after the Second World War [6]

[18 x answer lines]

(d) Why did life become more difficult for the German people on the Home Front during the Second World War? [8]

[24 x answer lines]

END OF QUESTION 2
QUESTION 3 [20]

Look at Source A and answer the question that follows.

Source A

[Berlin in 1961]

(a) What does Source A show you about Berlin in 1961? [2]

[6 x answer lines]

(b) Describe how Germany was re-unified in 1991 [4]

[12 x answer lines]
Look at these two sources about Nazi foreign policy and answer the question that follows.

**Source B**

The Sudetenland is the last problem that must be solved. It is the last territorial claim that I have to make in Europe. There will be no more.

[Hitler speaking in 1938]

**Source C**

[German troops invading Poland in 1939]

(c) Use Sources B and C and your own knowledge to explain why Hitler’s foreign policy changed from 1938-1939. [6]

[18 x answer lines]

(d) Why was Stresemann important for German foreign policy after 1924? [8]

[24 x answer lines]

END OF QUESTION 3
SECTION B

Answer one question only from this section

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

4. What have been the main features in Germany's political and economic development between 1919-1991? [10+3]

In your answer you may wish to discuss the following:

- The years of the Weimar Republic
- The rise of the Nazis
- Developments in post war Germany
- The reunification of Germany in 1991
- and any other relevant factors.

5. How far did the lives of the German people change between 1919-1991? [10+3]

In your answer you may wish to discuss the following:

- Life during the Weimar Republic
- Life under the Nazis
- The impact of the Second World War
- Life in post-war Germany
- and any other relevant factors.


In your answer you may wish to discuss the following:

- Germany's position in the world during the Weimar period
- Hitler's foreign policy and the Second World War
- Germany during the Cold War
- The reunification of Germany in 1991
- and any other relevant factors.

You may only answer one question from Section B

Number of the question chosen in Section B: ________________

[30 x answer lines]

END OF SECTION B
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
</tr>
</tbody>
</table>
OUTLINE STUDY

THE DEVELOPMENT OF GERMANY, 1919-1991

DRAFT MARKING SCHEME

Question 1(a)

Target: Understanding of source material

Mark allocation: AO1 AO2 AO3

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<table>
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<tr>
<td>2</td>
<td></td>
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</tr>
</tbody>
</table>

Question: What does Source A show you about Nazi party rallies? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- They were large gatherings of Nazi members.
- They came to listen to Hitler and other leading Nazis.
- Source A shows that rallies were an impressive display of Party unity and strength with the use of banners and music etc.

Question 1(b)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 AO2 AO3

<p>| | | |</p>
<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Describe the division of Germany at the end of the Second World War. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

Eg: It was taken over and split up.

LEVEL 2 A more detailed and accurate description. [3-4]

Eg: Will refer to Yalta, Potsdam, the occupation zones and to the creation of the FDR and the GDR.
Question 1(c)

Use Sources B and C and your own knowledge to explain why support for the Nazis had increased by 1933. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus.  [1-2]
Eg: Source B shows that the Nazis had very few seats in government whereas Source C shows that they were in power with more seats than ever before.

LEVEL 2 Accurate answer which addresses the question:  [3-4]
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.
Eg: Source B shows that the Nazis had limited appeal in the 1920s whereas Source C shows that the Nazis were now well established and that Hitler was chancellor.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.
Eg: Answers will begin to explain why the Nazis gained support by reference to the impact of the depression or the appeal of Hitler's policies.

LEVEL 3 Answer addresses the question clearly.  [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.
Eg: Answers will focus on how the Nazis struggled to gain support during the years of political and economic recovery as is clearly shown by Source B. The impact of the depression is shown in Source C and this, together with the widening appeal of the Nazis, led to Hitler taking office in 1933. Answers at this level will refer to the wider issues such as use of propaganda and violence.
Question 1(d)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
</tr>
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<table>
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<tr>
<th>Mark allocation: AO1</th>
<th>AO2</th>
<th>AO3</th>
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<td>8</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Question: Why did many Germans turn against the Weimar Republic? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]
Eg: There will be reference to the weaknesses of the new government.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: Candidates may confine themselves to descriptions of the problems of the Weimar Republic such as hyperinflation and right and left wing attempts to overthrow it particularly in the early period of its existence. There may be focus on the process of political polarisation and the rise of extremist groups in the later phase of the Republic.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: Candidates may describe the problems of the Weimar Republic but there will be a more direct attempt to link these to many groups deserting the Republic.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Candidates should focus on the general sense of political disillusionment born of the political chaos of the Weimar period and the search for stronger government, the fairly widespread rejection of parliamentary government, the impact of economic failure on people’s perceptions of Weimar democracy, political agitation from extremist groups and the desire to remove international restrictions.
Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
</tr>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Question: What does Source A show you about the German economy in 1923? [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*Eg: The source shows that money became worthless and that many people lost their savings in the hyper-inflation of 1923.*

Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Describe how women were affected by Nazi rule. [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made. [1-2]

*Eg: Candidates may describe Hitler's traditional view of womanhood with the emphasis on domesticity and the family.*

**LEVEL 2** A more detailed and accurate description. [3-4]

*Eg: Candidates will recognise the benefits in terms of rewards and status as well as the negative impact of Nazi rule by reference to restrictions on personal freedom and discrimination in the workplace.*
Question 2(c)

| Target: Recall and deployment of knowledge; explanation of key concepts |
|-----------------------------|-----------------------------|
| Mark allocation:            | AO1 | AO2 | AO3 |
|                             | 6   | 2   | 3   | 1   |

**Question:**

Use Sources B and C and your own knowledge to explain why life was different in West and East Germany after the Second World War. [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: Source B shows a modern looking West Germany whereas Source C describes how life was much harder in East Germany.

**LEVEL 2**

Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Eg: Source B shows a prosperous W. Germany after 1945 following the merging of the allied zones in contrast to Soviet controlled E. Germany where recovery was much slower.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Answers will sharpen the focus on Sources B and C and will begin to offer reasons for the contrasting conditions in W. and E. Germany. There will be reference to western investment in the FDR and communist control of the GDR.

**LEVEL 3**

Answer addresses the question clearly.

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development. [5-6]

Eg: Source B alludes to the rapid growth of capitalist W. Germany as a result of massive western investment during the “economic miracle” together with greater freedom. This is in sharp contrast to the political repression and economic austerity in E. Germany as a satellite state as shown by Source C.
Question 2(d)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
</tr>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>8</td>
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</tbody>
</table>

Question: Why did life become more difficult for the German people on the home front during the Second World War? (8)

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]
Eg: Life became harder as the war dragged on.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: Candidates will provide description but will also focus on how Germany prepared for total war. They may refer to the impact of allied bombing, food shortages and rationing, evacuation and longer working hours and how life became more difficult as Germany began to experience defeat.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: Candidates will sharpen the focus on the impact of war from the euphoria of early victories, the turning tide after 1943, the privations of war, the impact of allied bombing and misery and deprivation being compounded by military defeat.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Candidates will clearly understand the process by which the fortunes of war changed for the Germans and how this made life more difficult. There will be reference to the concept of total war, increased use of propaganda together with the impact of defeat and occupation.
Question 3(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Question: **What does Source A show you about Berlin in 1961?**  
[2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*Source A shows the building of the wall which separated the eastern and western sectors of Berlin.*  
The wall divided families and border guards stopped people attempting to cross to the west.

Question 3(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: **Describe how East and West Germany became re-unified in 1991.**  
[4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**  
Generalised answer with weak or implied points made.  
*Eg: The Berlin wall was taken down as the Cold War came to an end.*

**LEVEL 2**  
A more detailed and accurate description.  
*Eg: Might include reference to collapse of Soviet control over Europe, the fall of the Berlin Wall, the refugee crisis, the role of Helmut Kohl, the merging of economic zones and the treaty of October 1990.*
Question 3(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concepts</th>
</tr>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Use Sources B and C and your own knowledge to explain why Hitler’s foreign policy had changed from 1938-1939 [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**
Generalised answer; paraphrases the sources; lacks focus. [1-2]
Eg: Source B refers to Hitler’s claim to the Sudetenland in 1938 as his last but Source C shows him invading Poland in 1939.

**LEVEL 2**
Accurate answer which addresses the question: [3-4]
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.
Eg: Source B shows Hitler’s claim on the Sudetenland but how he went on to invade the rest of Czechoslovakia and how he claimed the Polish Corridor and later invaded Poland.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.
Eg: Will suggest that Hitler continued to follow an aggressive foreign policy throughout the 1930s.

**LEVEL 3**
Answer addresses the question clearly. [5-6]
Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

Eg: Source B shows Hitler breaking the terms of the Munich Agreement and invading Czechoslovakia and how, despite stating that this was his final territorial claim, he went on to buy off Stalin with the Nazi-Soviet Pact and his subsequent invasion of Poland in Sept. 1939 thereby continuing his expansionist policy.
Question 3(d)

| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts |
|---------------------------------------------|---------------------------------------------|
| Mark allocation: A01 A02 A03                |
| 8 4 4                                      |

Question: Why was Stresemann important for German foreign policy in after 1924?

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]
Eg: Because under his direction, Germany signed agreements and became more friendly with other countries.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: Answers are likely to focus on how he restored pride after the shame of defeat in 1918 and the humiliation of the terms of the treaty of Versailles. Answers may begin to argue that he was important because of his success as a diplomat.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: Answers will focus on Stresemann’s importance as the chief architect of Weimar foreign policy, the promotion of fulfilment and the main events including the Ruhr crisis, Dawes Plan, Locarno, entry into the League of Nations, the Kellogg-Briand Pact and the Young Plan.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Answers will clearly outline the main area of German foreign policy which involved Stresemann. There should be an appreciation that Stresemann was fundamental to Germany regaining international respect and moving towards great power status once again.
Question 4

Key Concepts:
- Recall and deployment of knowledge
- Analysis of key concepts
- Quality of written communication

Mark allocation:

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Question: What were the main features of Germany’s political and economic development between 1919 and 1991? [10+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**
Generalised answer; very limited response which offers little support.
The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg: Candidates may refer to the period as one of great political change.*

**LEVEL 2**
Apply the following framework: [3-5]
- Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
- Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.
The Level 2 descriptor for quality of written communication may be considered here.

*Eg: Candidates may focus on one period only, possibly Nazi Germany or provide a poor outline of political change across the period.*

**LEVEL 3**
Apply the following framework: [6-8]
- Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
- Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.
The Level 3 descriptor for quality of written communication may be considered here.

*Eg: Candidates may focus on Germany’s political and economic development from democracy to dictatorship and back again with reference to the instability of the Weimar Republic, the totalitarianism and repression of Nazism, defeat in World War II and the division of Germany, developments in East and West Germany, ostpolitik and the later policies of Kohl and reunification. There will, however, be little reference in variations in political and economic systems across the period.*
LEVEL 4

An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Candidates will provide a sound chronological account of Germany’s political and economic development across the period, as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in political and economic systems, including shifts from Weimar democracy to Nazi dictatorship and the return to post-war West Germany, and the command economies of Nazi-Germany and post-war East Germany compared to the free market conditions of Weimar and post-war West Germany. Candidates may refer to periods of intense nationalism and reconciliation with other countries and periods of economic prosperity and hardship.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
<td><strong>Intermediate performance</strong></td>
</tr>
<tr>
<td>2 marks</td>
<td><strong>High performance</strong></td>
</tr>
</tbody>
</table>
Question 5

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
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</tbody>
</table>

**Question:** How did the lives of the German people change between 1919 and 1991?  

**LEVEL 1**  
Generalised answer; very limited response which offers little support.  
The Level 1 descriptor for quality of written communication may be considered here.  
Eg: Candidates may refer to the period as a time of great changes when the German people became worse off.  

**LEVEL 2**  
Apply the following framework:  
Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change  
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes  
The Level 2 descriptor for quality of written communication may be considered here.  
Eg: Candidates may focus on one group throughout the period, for example, women or Jews or will provide a poor overview of how the lives of Germans changed during the period.  

**LEVEL 3**  
Apply the following framework:  
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.  
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.  
The Level 3 descriptor for quality of written communication may be considered here.  
Eg: Candidates may focus on workers in the 1920s, Jews in the 1930s, the deaths of millions in World War II, the contrasting experiences of West and East Germans post division in 1945 and the eventual euphoria of reunification. There will be little attempt however to differentiate between the contrasting experience of the German people.
LEVEL 4  

An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Candidates will provide a good chronological account of the period as in Level 3 but in greater depth and detail. There will be a more direct attempt to provide clear examples of the contrasting experiences of different groups of German people in different periods. Examples might include the contrasting experiences of Jews and non-Jews in the Nazi period, the role of women in the Third Reich in contrast to that of men, the differing experiences of West and East Germans.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
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<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong> 1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong> 2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong> 3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
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</table>
Question 6

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
</tr>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
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</table>

Question: How did Germany develop its position in the world between 1919 and 1991? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Candidates may refer to Germany invading countries.

LEVEL 2 Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on German foreign policy in one period, possibly the aggressive expansionism in the 1930s or a poor outline of German foreign policy and attempts to promote Germany’s world position.

LEVEL 3 Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on German foreign policy across the period focussing on Weimar’s attempts to deal with the Treaty of Versailles, the nationalism and expansionism of Nazism, World Ward II (expansionism and retreat), the post-war division of Germany, Adenauer’s pro-Western policy, the Soviet inspired stance of the East, Ostpolitik and the eventual drive for reunification. There will be little appreciation of shifts in foreign policy across the period and Germany’s changing attempts to promote its position in the world.
LEVEL 4 An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Candidates will provide a sound overview of German foreign policy across the period, as in Level 3, but with greater detail and depth. Candidates will recognise shifts in emphasis and policy in attempting to develop Germany’s world position. These might include the contrasting policies of Weimar and Nazi Germany in attempting to promote Germany’s position in the world, the conflicting policies of East and West Germany post division, the shift towards Ostpolitic and the eventual merging of the two Germanies with all the implications for Germany’s rehabilitation as an important world power.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
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<tr>
<td>1 mark</td>
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</tr>
<tr>
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<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
<tr>
<td>3 marks</td>
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</table>
INSTRUCTIONS TO CANDIDATES

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

Answer two questions from Section A and one question from Section B.

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are the questions in Section B.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to your chosen question in Section B.
SECTION A

Answer two questions from this section

QUESTION 1

Look at Source A and answer the question which follows.

Source A

(A photograph of a rally in Beirut in 1989)

(a) What does Source A show you about support for extremist organisations? [2]

[6 x answer lines]

(b) Describe the work of the Supreme Muslim Council. [4]

[12 x answer lines]
Look at these two sources about Jewish immigration to Palestine and answer the question that follows

Source B

By the early 1930s, the Arabs wanted a total ban on immigration. The British would not accept this but discussed the idea of limiting numbers. This greatly alarmed Zionist leaders who got the support of influential politicians in London to have it rejected.

[from a school textbook]

Source C

For each of the next five years a limit of 100,000 Jewish immigrants will be allowed.... apart from a special quota in the near future of 25,000 as a way of helping to solve the Jewish refugee problem. After that period no further Jewish immigration will be allowed unless the Arabs agree to it.

[a statement from the British government in 1939]

(c) Use Sources B and C and your own knowledge to explain why the British government changed its policy on Jewish immigration in the 1930s. [6]

[18 x answer lines]

(d) What have been the main obstacles to achieving peace in the Middle East? [8]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

Look at Source A and answer the question that follows.

Source A

[A photograph of fedayeen training in Egypt in the 1980s]

(a) What does Source A show you about the fedayeen? [2]

[6 x answer lines]

(b) Describe the aims of the Zionist movement. [4]

[12 x answer lines]
Look at these two sources about refugee camps and answer the question that follows.

**Source B**

[A refugee camp in Jordan, 1949].

**Source C**

The conditions in the camps we visited are atrocious. Families live in overcrowded tents without adequate food or sanitation. Influenza reaches epidemic proportions and young and old perish every day.

[A British observer writing in 1997]

(c) Use Sources B and C and your own knowledge to explain how far life changed in Palestinian refugee camps between 1945-1997 [6]

[18 x answer lines]

(d) Why did relations between Jews and Arabs get worse between 1948 and 1967? [8]

[24 x answer lines]

END OF QUESTION 2
QUESTION 3

Look at Source A and answer the question that follows.

Source A

[A map illustrating the Six Day War]

(a) What does Source A show you about the results of the Six Day War?  

[6 x answer lines]

(b) Describe the events of the Arab-Israeli War of 1948.  

[12 x answer lines]
Look at these two sources about superpower involvement in the Middle East and answer the question that follows

Source B

**BIG TWO SEND ARMS**

The Middle East conflict took on a new dimension of danger last night as both Russia and America began airlifting fresh weapons to each side.

[From the Daily Mail in October 1973]

Source C

One of the last acts of the Soviet government was to co-host a Peace Conference in Madrid in 1991. They were now prepared to co-operate with the U.S.A. in seeking an end to conflict in the Middle East

[From an American press release in 1991]

(c) Use Sources B and C and your own knowledge to explain why superpower involvement in the Middle East changed from the 1970s to the 1990s. [6]

[18 x answer lines]

(d) How did Jewish extremism in the 1930s and 1940s contribute to the creation of the State of Israel? [8]

[24 x answer lines]

END OF QUESTION 3
SECTION B

Answer one question only from this section

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

4. What have been the most important developments in bringing about change in Palestine and Israel between 1919 and 1990?

In your answer you may wish to discuss the following:

- Jewish and Arab claims to Palestine
- The establishment of the state of Israel
- Obstacles to peace
- Attempts to secure peace
- and any other relevant factors.

5. How did Jewish and Palestinian society develop differently between 1919 and 1990?

In your answer you may wish to discuss the following:

- Developments in Israeli society
- Developments in Palestinian society
- Life in the occupied territories
- Changing relations between Arabs and Jews
- and any other relevant factors.

6. What have been the main factors in bringing about conflict in the Middle East between 1919 and 1990?

In your answer you may wish to discuss the following:

- The difficulties of establishing British rule in Palestine
- The role of the Arabs in the major conflicts
- The role of the Jews in the major conflicts
- Attempts to create a lasting peace in the area
- and any other relevant factors.

You may only answer one question from Section B

Number of the question chosen in Section B: __________________

[30 x answer lines]

END OF SECTION B
OUTLINE STUDY

DEVELOPMENTS IN PALESTINE, ISRAEL AND THE MIDDLE EAST, 1919-1991

DRAFT MARKING SCHEME

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
</tr>
</tbody>
</table>
OUTLINE STUDY

DEVELOPMENTS IN PALESTINE, ISRAEL AND THE MIDDLE EAST, 1919-1991

DRAFT MARKING SCHEME

Question 1(a)

Target: Understanding of source material

<table>
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<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<td>2</td>
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<td>2</td>
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</table>

Question: What does Source A show you about support for extremist organisations?

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- the source shows that some supporters were young in age
- supporters wore specific clothes to show their affiliation
- Source A shows that supporters carried photos and posters
- Supporters were organised in meetings and rallies

Question 1(b)

Target: Recall and deployment of knowledge; understanding of historical features

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
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<th>AO3</th>
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<td>4</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

Question: Describe the work of the Supreme Muslim Council

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. 

Eg: This is an organisation to do with Arabs; it was an organisation in charge of Muslim / Arab affairs.

LEVEL 2 A more detailed and accurate description.

Eg: Answers will refer to the Supreme Muslim Council as being an organisation responsible for many issues that affect the life of Muslims in the area. Expect references to relief funds, orphan funds, shariah courts, appointment of teachers and preachers etc.
Question 1(c)

Target: Recall and deployment of knowledge; explanation of key concepts

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Question: Use Sources B and C and your own knowledge to explain why the British government changed its policy on Jewish immigration in the 1930s [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]

*Eg: Source B says that Arabs wanted no immigration to Palestine whereas Source C shows that Britain put a limit on immigration in 1939.*

LEVEL 2 Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

*Eg: Source B that the British were reluctant to ban Jewish immigration at the start of the 1930s but Source C shows that Britain had agreed to put a quota on immigration unless the Arabs agreed to it.*

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

*Eg: Answers will begin to explain why this change was happening such as reference to the oil issue and the impending war in Europe in 1939.*

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

*Eg: Answers will show the pressure that was on Britain in the early 1930s and how that led to change by 1939. Answers should have an understanding of a range of reasons for this change in attitude. These will include the need for oil in 1939, the influence of the Peel Commission, the Arab rejection of partition, the prospect of an Arab / German alliance etc.*
Question 1(d)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation:  
- AO1: 8
- AO2: 4
- AO3: 4

Question: What have been the main obstacles to achieving peace in the Middle East? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]  
Eg: The Arabs and the Jews are always fighting; there is lots of terrorism.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]  
Eg: Answers are likely to focus on the quarrel between Arabs and Jews; there should be mention of Arab reaction to the establishment of the state of Israel; the problem of refugees; the various wars and their effects; the use of terror tactics.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]  
Eg: Answers will focus clearly on the main obstacles to achieving peace in the region; answers will discuss the relationship between Arabs and Jews post-1948; the growth of militancy and terror tactics and the involvement of outside power.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]  
Eg: Answers will identify a range of factors that can be seen as obstacles to achieving peace in the Middle East. These obstacles will include the hostile relationship between Arabs and Jews, the growth or terrorism, the militancy of groups such as the Fedayeen, the refugee issue and the role played by outside powers.
Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
</tr>
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<tr>
<td>Mark allocation:</td>
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<tr>
<td>2</td>
<td>AO1 2 AO2 2 AO3 2</td>
</tr>
</tbody>
</table>

Question: What does Source A show you about the fedayeen? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

The source shows that the fedayeen were all men
They were trained to be soldiers and use guns
Source A shows that the fedayeen were trained in remote deserts
They were very fit and well drilled

Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
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<tr>
<td>Mark allocation:</td>
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<td>4</td>
<td>AO1 2 AO2 2 AO3 2</td>
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</table>

Question: Describe the aims of the Zionist movement. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: The Zionist movement was something to do with Jews; the Zionist movement wanted Jews to live in Palestine.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: The Zionist movement was a militant movement which wanted to create an exclusively Jewish homeland in Palestine; it was extremely influential in publicising and achieving its aims.
Question 2(c)

| Target: Recalling and deployment of knowledge; explanation of key concepts |
|---------------------------------|-------------------|-------------------|-------------------|
| Mark allocation:                | AO1   | AO2   | AO3   |
| 6  | 2    | 3    | 1    |

Question: Use Sources B and C and your own knowledge to explain how far life changed in Palestinian refugee camps between 1945-1997. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: Source B shows that conditions in the refugee camps were poor in 1947 with many people living in tents. Source C shows that things were still bad in 1997.

LEVEL 2 Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Eg: Source B shows that camps were large, cramped and not comfortable whereas Source C gives more detail about food sanitation and the prospect of disease.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Answers will clearly explain that in many camps conditions have not really improved. Things even may have got worse for many Palestinians living in refugee camps.

LEVEL 3 Answer addresses the question clearly.

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development. [5-6]

Eg: The sources show that in many aspects of life, very little has changed in the refugee camps in Palestine. Expect reference to the issues of deprivation and squalor and danger from attack. Answers here may refer to the fact that the continuing harsh conditions for many has led to the development of political extremism and the camps becoming fertile breeding grounds for organisations such as the PLO.
Question 2(d)

Target:
Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation:
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<td>4</td>
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</table>

Question: Why did relations between Jews and Arabs get worse between 1948 and 1967? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]
Eg: Relations got worse because the Jews and the Arabs hated each other; the Jews took land away from the Arabs and the Arabs wanted it back.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: Answers are likely to focus on the issue of land and territory but should also begin to look at factors that escalated tension such as the later wars and the harsh treatment of the Palestinians in occupied land.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: Answers will provide a fuller explanation of the increasing tensions between Arabs and Jews between 1948 and 1967. There will be reference to the issues of the 1948 war and its impact plus the continuing hostilities in the 1950s and the effects of the 1967 war and the seizure of the occupied territories.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Answers will evaluate a full range of reasons which worsened relations between Jews and Arabs between 1948 and 1967. Issues that should be discussed will include the support of the 1948 war, the denial of Palestinian rights at the expense of Israel's development as a nation, the impact of the 1967 war and the seizure of the occupied territories.
Question 3(a)

Target: Understanding of source material

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Question: What does Source A show you about the results of the Six Day War? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

*The source shows that this was fought in the Middle East*  
(Award only one mark for naming a country or countries)

*The source shows the territory gained by Israel / lost by the Arab nations*

*Source A shows that Israel gained lots of territory and will name this.*

Question 3(b)

Target: Recall and deployment of knowledge: understanding of historical features

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</table>

Question: Describe the events of the Arab-Israeli War of 1948. [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made [1-2]

*Eg: It was a war when the Arabs attacked the Jews; the war lasted for a long time and the Jews won.*

**LEVEL 2** A more detailed and accurate description [3-4]

*Eg: Answers will refer to several associated issues such as the Israeli declaration of statehood, the Arab invasion (credit any countries), that most of the fighting was skirmishes, the assassination of Bernadotte, ceasefires and truces etc.*
Question 3(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Selection of knowledge; understanding of key concepts</th>
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<tr>
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**Question:** Use Sources B and C and your own knowledge to explain why superpower involvement in the Middle East changed from the 1970s to the 1990s.

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus.  
Eg: Source B says that Russia and the U.S.A. were both involved in the conflict in the Middle East in 1973; Source C shows that the countries were after peace in the 1990s.  
[1-2]

**LEVEL 2** Accurate answer which addresses the question:  
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.  
Eg: Source B shows that both Russia and the USA were heavily involved in the region in the early 1970s; the Yom Kippur war may be mentioned; Source C shows that by the 1990s the desire to support conflict had changed and both superpowers were keen to advance the cause of peace.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.  
Eg: Answers will begin to suggest reasons for the change in superpower attitude. They are likely to refer to the Cold War ending by the late 1980s and the break up of the Soviet Union leading to a shift in her attitude in the Middle East.  
[3-4]

**LEVEL 3** Answer addresses the question clearly.  
Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.  
Eg: Answers will focus directly on the issue of change as shown by the sources; there should be reference to arms limitation, and the collapse of the USSR and the desire for peace in the region. There may be reference to the reduction in Russian support for the Arab cause leading to a lessening of the American hardline support for Israel and more pressure to reach agreement; answers may mention the Madrid conference as shown in Source C and even extend to show the impact of the Oslo Accords and the Israel-Jordan Treaty of 1994.  
[5-6]
Question 3(d)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1  AO2  AO3

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Question: How did Jewish extremism in the 1930s and 1940s contribute to the creation of the state of Israel? [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

Eg: The Jewish extremists killed a lot of people / used bombs and this frightened many people

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: Answers will provide largely descriptive accounts of the activities of the Irgun and the Stern Gang including the extremist tactics used by them such as the bombing of the King David Hotel and the massacre at Dair Yassin. There will be some attempt to analyse the importance of their activities in terms of the drive towards creating a Jewish state.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

Eg: Answers will provide some element of description of the Irgun and Stern Gang activities but will make a clear attempt to point out the significance of their activities in terms of the creation of the State of Israel. This will include the way in which the organisations terrorised the Palestinian population and how they drained British resources.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

Eg: Answers will clearly evaluate the way in which Jewish extremism in the 1930s and 1940s contributed to the creation of the state of Israel. Examples of extremist groups and activities will be identified such as the Irgun and the Stern Gang. The significance of these activities will be evaluated, especially the way in which they controlled and drove events, the effect on the Palestinian population and the impact on the morale and commitment of the British in Palestine.
Question 4

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

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</table>

Question: What have been the most important developments in bringing about change in Palestine and Israel between 1919 and 1990? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Candidates may refer to wars between the two states.

LEVEL 2 Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes
The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on one or two events and concentrate on one group in one or more periods. Alternatively, candidates may provide a poor outline of events across the period.

LEVEL 3 Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change
The Level 3 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on the development of Palestine and Israel across the period, including reference to the British Mandate, relations in the 1920's and 1930's, British policy making, the growth of Jewish extremism after the Holocaust, the declaration of the State of Israel in 1948 and the work of David Ben-Gurion, the significance of the four major wars, the plight of Palestinians, Palestinian extremism, moves towards peace in the 1970's, the Intifada, and the breakdown of the peace process. There will be little appreciation of variation in policy over time.
LEVEL 4

An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Candidates will provide a thorough outline of events and developments across the period as in Level 3, but with greater detail and depth. They will focus on shifting emphasis, the relative importance of key factors in bringing about change and the changing contributions to the development of Palestine and Israel. They may refer to the success of the Jews in pushing for the State of Israel in 1948 with catastrophic consequences for the Palestinians, the shift towards the Israeli recognition of the need for a peace settlement and the continuing search for Palestinian statehood and the impact of international terrorism.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
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</tr>
<tr>
<td>Intermediate performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>2 marks</td>
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<tr>
<td>High performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<td>3 marks</td>
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Question 5

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1    AO2    AO3

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Question: How did Jewish and Palestinian society develop differently between 1919 and 1990? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Candidates may refer to how the Jews did well as a society while the Palestinians did badly.

LEVEL 2 Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on one group or provide a weak outline of the separate development of Israeli and Palestinian societies.

LEVEL 3 Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on the social and cultural development of Palestine and Israel across the period, with reference to Jewish immigration in the 1920's and 1930's, the loss of Arab land, the influence of the Jewish Agency and the Supreme Muslim Council, the rapid development of Israeli society after the 1948 victory, the catastrophe for the Palestinians and economic stagnation, the statelessness of the Palestinian people, life in refugee camps, political isolation with the resort to terrorism. There will, however, be little attempt to differentiate clearly between the contrasting experiences of the two societies.
LEVEL 4

An effective overview of the main developments with a genuine effort to discuss issues of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Candidates will provide a sound outline of the main factors in the development of Palestinian and Israeli societies across the period, as in Level 3, but with greater detail and depth. They will differentiate clearly between contrasting experiences of the two societies with the rapid growth of prosperity and confidence in Israel in sharp contrast to the stagnation and marginalisation of Palestinian society.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<td><strong>Threshold performance</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td>3 marks</td>
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<td></td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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</table>
Question 6

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<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
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<td>Mark allocation:</td>
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</table>

Question: What have been the main factors in bringing about conflict in the Middle East between 1919 and 1990? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support.
The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Candidates may focus on religion and the fight for land.

LEVEL 2 Apply the following framework: [3-5]
Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.
The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on one side in the conflict involving Arabs and Jews or on conflict in one or two periods.

LEVEL 3 Apply the following framework: [6-8]
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.
The Level 3 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on riots and indiscriminate acts of violence
In the 1920s, the Arab General Strike of 1936, the Arab Revolt and its brutal crushing by the British, the growth of Jewish extremism after the Second World War, the four major wars, the development of Palestinian extremism and the activities of the PLO, the growth of Palestinian civil disobedience in the Occupied Territories and the Intifada. There will be little attempt to analyse the significance of the factors making for the conflict.
LEVEL 4  An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here. 

_Eg:_ Candidates will provide a sound outline of reasons for conflict across the period, as in Level 3, but with greater detail and depth. There will be a clear attempt to assess the varying contribution of Palestinians and Israelis to the conflict. They may refer to the activities of Jewish extremists in the build up to 1948 and how they drove Britain into withdrawal from Palestine, the origins of the war of 1956, the pre-emptive strike launched by Israel in 1967, the Arab aggression in 1973 and the Palestinian Intifada of 1987. They may refer to the peace process to 1990.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<tr>
<td>3 marks</td>
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</table>
INSTRUCTIONS TO CANDIDATES

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

Answer two questions from Section A and one question from Section B.

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are the questions in Section B.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to your chosen question in Section B.
SECTION A

Answer two questions from this section

QUESTION 1

Look at Source A and answer the question which follows.

Source A

[A group of hippies in the 1960s]

(a) What does Source A show you about the hippy movement? [2]

[6 x answer lines]

(b) Describe what happened during the Watergate Scandal. [4]

[12 x answer lines]
Look at these two sources about life for women in the USA and answer the question that follows.

**Source B**

![An American housewife in the 1950s]

**Source C**

By the mid 1960s there were 1.5 million women at university. This suggests that many women were becoming increasingly bored and frustrated with life in comfortable suburbia.

**From a school history text book**

(c) Use Sources B and C and your own knowledge to explain why life had changed for some women in the USA by the 1960s. [6]

(18 x answer lines)

(d) How successful was the New Deal in helping American people during the Depression of the early 1930s? [8]

(24 x answer lines)

END OF QUESTION 1
QUESTION 2

Look at Source A and answer the question that follows.

Source A

[A photograph of a KKK march on Washington in the late 1920s]

(a) What does Source A show you about the Ku Klux Klan? [2]

[6 x answer lines]

(b) Describe the Black Power movement [4]

[12 x answer lines]
Look at these two sources about public transport in the USA and answer the question that follows.

**Source B**

[An American bus station in the 1950s. The words above the doors read white waiting room and black waiting room.]

**Source C**

This was to be my first freedom ride. I entered the white waiting room to wait for the bus. I approached the refreshment counter. I was pushed outside into an alleyway and six men started swinging at me with fists and sticks. Within seconds I was unconscious.

[A black American speaking in 1961]

(c) Use Sources B and C and your own knowledge to explain how far the treatment of black people on public transport had changed by the early 1960s. [6] [18 x answer lines]

(d) Why was the Second World War a turning point in the growth of the Civil Rights Movement? [8] [24 x answer lines]

END OF QUESTION 2
QUESTION 3

Look at Source A and answer the question that follows.

Source A

[An illustration of the Domino Theory]

(a) What does Source A show you about the Domino theory? [2]

[6 x answer lines]

(b) Describe what happened during the Berlin Airlift [4]

[12 x answer lines]
Look at these two sources about American foreign policy and answer the question that follows.

**Source B**

There will be no opposition to any action which our government takes to bring about world peace as long as it does not commit 130 million American people to another world war. I fear we are again being expected to police the world and sort out Europe’s problems. We do not want to get involved in Europe.

[An American politician speaking in 1935]

**Source C**

[The announcement of the Truman doctrine in 1947]

(c) Use Sources B and C and your own knowledge to explain why American foreign policy had changed up to the late 1940s. [6]

[18 x answer lines]

(d) Why was the Cuban Missile Crisis a turning point in American foreign policy? [8]

[24 x answer lines]

END OF QUESTION 3
SECTION B

Answer one question only from this section

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

4. What have been the most important developments that have changed life in America since 1929? [10+3]

In your answer you may wish to discuss the following:

- The effects of the Depression
- The impact of World War II
- Changes in popular culture
- The policies of the American presidents since 1970
- and any other relevant factors.

5. What have been the most important factors in bringing about change in the lives of black Americans since 1929? [10+3]

In your answer you may wish to discuss the following:

- The position of black Americans in the 1930s
- The impact of World War II
- The Civil Rights movements
- Progress made by black Americans by the end of the twentieth century
- and any other relevant factors.

6. How far has the USA's role in world affairs developed since 1929? [10+3]

In your answer you may wish to discuss the following:

- The policy of isolationism
- The impact of World War II
- The USA and the Cold War
- The search for peace since 1970
- and any other relevant factors.

You may only answer one question from Section B

Number of the question chosen in Section B: ________________

[30 x answer lines]

END OF SECTION B
**NOTE ON THE QUALITY OF WRITTEN COMMUNICATION**

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the optional questions 4, 5 or 6 in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
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</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
</tr>
</tbody>
</table>
OUTLINE STUDY
THE UNITED STATES OF AMERICA, 1929-2000

DRAFT MARKING SCHEME

Question 1(a)

Target: Understanding of source material

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</table>

Question: **What does Source A show you about the Hippy movement?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- the source shows that hippies wore weird, colourful clothes,
- hippies painted flowers on their vans.
- Source A shows that hippies wore ethnic clothes
- Hippies believed in flower power and lived communally

Question 1(b)

Target: Recall and deployment of knowledge; understanding of historical features

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Question: **Describe what happened during the Watergate scandal.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

*Eg: The US President tried to bug the offices of his opponents.*

LEVEL 2 A more detailed and accurate description. [3-4]

*Eg: Answer will refer to the bugging plus Nixon’s attempts to cover up his involvement in the scandal together with mention of the moves to impeach the President leading to his resignation.*
Question 1(c)

<table>
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<tr>
<th>Target: Recall and deployment of knowledge; explanation of key concepts</th>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
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<tr>
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<td>2</td>
<td>3</td>
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</table>

Question: Use Sources B and C and your own knowledge to explain why life had changed for some women in the USA by the 1960s. [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: Source B shows a woman doing the housework in the 1950s whereas Source C shows that women were going to university in the 1960s.

**LEVEL 2** Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Eg: Source B shows the traditional role of women as homemaker whereas Source C shows that some women were rejecting this and entering university in order to pursue a more fulfilling lifestyle.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Answers will begin to explain why change was happening such as the Second World War as a catalyst for change in the 1950s or the importance of the feminist movement in the 1960s.

**LEVEL 3** Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

Eg: Answers will show the contrast of the traditional, domestic role of women in Source B and the change in direction for some women entering university in the 1960s. They will focus on the Second World War as a turning point and the contribution of political pressure groups in bringing about changes in the law. Answers at this level will pick up on the reference to 'some' women and argue that change was gradual and mostly affected the middle class.
Question 1(d)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1  AO2  AO3

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<tr>
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<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<td>8</td>
<td>4</td>
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Question: How successful was the New Deal in helping American people during the Depression of the early 1930s? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: The New Deal was successful because it helped people get work or gave money to the unemployed.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: Answers are likely to focus on the work of the Alphabet Agencies in providing employment and social reform and state how successful they were in achieving economic recovery. There may be a slight attempt to suggest that certain issues where not successful showing some basic evaluation.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

Eg: Answers will focus on the successes of the New Deal in restoring confidence and providing a psychological boost to the nation as part of its political, economic and social recovery.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

Eg: Answers will clearly evaluate the success of the New Deal in helping solve the problems of the Depression. Answers should focus on the restoration of economic and psychological confidence in the USA. They may offer a counter-argument that the New Deal represented short-term thinking and that it was really the Second World War that ultimately lifted the U.S.A. out of depression.
Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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</table>

**Question:**  What does Source A show you about the KKK?  [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*The source shows that the KKK wore white gowns and hoods.*
*They went on marches and carried flags:*
*Source A shows that the KKK wore white gowns to symbolise the purity of the white race.*
*They carried flags to show their patriotism.*
*They marched in large numbers to show how powerful they were.*

Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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</table>

**Question:**  Describe the Black Power movement.  [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**  Generalised answer with weak or implied points made.  [1-2]

*Eg: The Black Power movement was to do with black people fighting for their rights; they used violence to make their point.*

**LEVEL 2**  A more detailed and accurate description.  [3-4]

*Eg: The Black Power movement was an urban movement which rejected Martin Luther King’s pacifist, Christian approach and advocated a race war and the establishment of a separate black state. Answers may refer to the leadership of Malcolm X and Stokely Carmichael and the influence of the Black Panthers.*
Question 2(c)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation of key concepts</th>
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<tr>
<td>Mark allocation:</td>
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<td>6</td>
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Question: Use Sources B and C and your own knowledge to explain how far the treatment of black people on public transport had changed by the early 1960s

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]
Eg: Source B shows separate waiting rooms for blacks and whites using buses whereas Source C shows what happened if black Americans tried to use white rooms; white people beat up black people for trying to ride on the same buses.

LEVEL 2 Accurate answer which addresses the question: [3-4]
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.
Eg: Source B shows segregation on transport in the 1950s in the south and the violent way in which freedom riders were dealt with is shown in Source C.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.
Eg: Answers will sharpen the focus on Source C arguing that the situation had not really changed in 1961 despite the Montgomery Bus Boycott and changes to the law.

LEVEL 3 Answer addresses the question clearly. [5-6]
Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.
Eg: Source B shows a segregated bus waiting room in the south during the 1950s and yet, despite the Supreme Court ruling, things had not changed. This resulted in the violence faced by activists taking part in freedom rides in Source C who were trying to show that the southern states were not obeying the order to desegregate bus services. Answers may add that the publicity gained did lead to change when the government ended segregation on transport in 1963.
Question 2(d)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 | AO2 | AO3
--- | --- | ---
8 | 4 | 4

Question: Why was the Second World War a turning point in the growth of the Civil Rights movement? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]
Eg: The war was a turning point because black soldiers believed they were fighting for a better life; there may be a brief mention of seeing what life was like in Europe for some soldiers.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: Answers are likely to focus on the contribution of the Jim Crow army and the efforts of black workers on the home front. Answers may begin to argue that the war acted as a catalyst for change as black Americans became more politically aware, believing that their contribution would lead to change.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: Answers will provide an explanation of the war as a turning point. Expect some discussion of the outcomes of the contribution of black Americans to the war effort. Answers may refer to, how the experience of war provided impetus to the Civil Rights movement.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Answers will offer a full explanation of why the Second World War was a turning point in the growth of the Civil Rights movement. Issues discussed should include President Truman's post-war support for the movement, how the experience of war impacted on black consciousness and the increasing politicisation of black Americans.
Question 3(a)

Target: Understanding of source material

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Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

*The source shows that this was connected with countries in SE Asia
(Award only one mark for naming a countries or countries).
The source refers to the knock-on effect of countries falling like dominoes.
Source A shows that the Domino Effect relates to countries falling to communism in S.E. Asia.*

Question 3(b)

Target: Recall and deployment of knowledge; understanding of historical features

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Question: Describe what happened during the Berlin Airlift. [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer with weak or implied points made. [1-2]

*Eg: Answers will refer to the USA’s help to the people of Berlin when they got cut off by the Russians.*

**LEVEL 2**

A more detailed and accurate description. [3-4]

*Eg: Answers will refer to how the U.S.A. responded to Russia’s order to blockade all links with West Berlin in June 1948 by airlifting 2million tonnes of supplies into the city until Stalin gave way and lifted the blockade in May 1949.*
Question 3(c)

Target: Recall and deployment of knowledge; explanation of key concepts

Mark allocation: 

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<td>3</td>
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Question: Use Sources B and C and your own knowledge to explain why American foreign policy had changed up to the late 1940s. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]
Eg: Source B says that the U.S.A. did not want to get involved in another war but this changed after 1947 when Truman promised to help other countries.

LEVEL 2 Accurate answer which addresses the question: [3-4]
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.
Eg: Source B shows the isolationist stance of the U.S.A. in the 1930s and how the Truman Doctrine represented a move to get more involved in world affairs.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.
Eg: Answers will begin to suggest reasons for the change in direction in foreign affairs especially relating to the post-war communist threat.

LEVEL 3 Answer addresses the question clearly. [5-6]
Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.
Eg: Source B shows the isolationist policy adopted after the First World War and a reluctance to become involved in the problems of other countries. There will be reference to US involvement in World War 2. Source C shows a reversal of this policy after World War II with the announcement of the Truman Doctrine and the post-war move to interventionism in order to contain the spread of communism.
**Question 3(d)**

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<td>4</td>
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</table>

**Question:** Why was the Cuban Missile crisis a turning point in American foreign policy? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

*Eg: The Cuban Missile Crisis was a turning point because it was a victory for the US; because the U.S.A. stood up to the Russians.*

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

*Eg: Candidates will provide largely descriptive accounts of the crisis in October 1962 with references to issues such as the Soviet build up of nuclear weapons, troops and anti-aircraft missiles on Cuba, the US spy planes, missile sites, the US blockade and Soviet ships sailing for Cuba. They will focus on the roles of Kennedy and Khrushchev and begin to discuss the compromise deal and the removal of Soviet missiles from Cuba.*

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

*Eg: Candidates may provide some element of description of the Cuban Missile Crisis but there will be more focus on explaining why it was a turning point in American foreign policy. Candidates may refer to the compromise deal which emerged between Kennedy and Khrushchev which paved the way for a period of improved Cold War relations, and the realisation that the world had come to the brink of nuclear war.*

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

*Eg: Candidates will focus on explaining why the Cuban Missile Crisis was a turning point in American foreign policy. Answers may discuss the impact on Cold War relations in general. Candidates may refer to the setting up of a 'hot line' between the U.S.A. and the U.S.S.R. and the Nuclear Test Ban Treaty of 1963.*
Question 4

<table>
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<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
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<tr>
<td>Mark allocation:</td>
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**Question:** What have been the most important developments that have changed life in America since 1929? [10+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: America is now a very rich society.

**LEVEL 2**

Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on one period in the development of America in the twentieth century, for example, the 1930s with references to the Depression and the New Deal. Alternatively candidates may provide a poor outline of the development of the USA across the period with brief references to the scaffold and very little development and little attempt to differentiate between the impact that these changes had on different groups of Americans or on society as a whole.

**LEVEL 3**

Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Candidates may provide highly differentiated responses discussing the impact of many developments in the USA on various groups including women, black people, young people, minority groups, different social classes and so on but fail to cover the whole period. Alternatively candidates may provide good chronological accounts of the political, economic and social development of the USA across most of the period. There will be little attempt however to differentiate between the experiences of different groups of Americans and only limited comment on which were the MOST significant changes in American society in this period.
LEVEL 4 An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here.
Eg: Candidates will provide good chronological accounts of the development of the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the MOST significant political, economic and social changes, and differentiate more effectively between the impact of these changes on different groups of Americans. Candidates may comment on the contrast between urban and rural America, the varying impact of developments on different racial groups, the contrast between North and South and between different social classes.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<thead>
<tr>
<th>Level</th>
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<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
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</tr>
<tr>
<td>Intermediate performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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<tr>
<td>2 marks</td>
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<tr>
<td>High performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<td>3 marks</td>
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Question 5

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 AO2 AO3
10 4 6

Question: What have been the most important factors in bringing about change in the lives of black Americans since 1929? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Life got better for black Americans because of what Martin Luther King did.

LEVEL 2 Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.
The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates may focus on the development of the race issue in one period only, for example the development of Civil Rights in the 1950s and 1960s. Alternatively candidates may provide a poor outline of the development of the race issue in the USA across the period with brief references to the scaffold and very little development.

LEVEL 3 Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.
The Level 3 descriptor for quality of written communication may be considered here.

Eg: Candidates may provide differentiation and / or comment on the pace of change in the development of black society in different periods but coverage of the period will be incomplete. Alternatively, candidates may provide good chronological accounts of the political, economic and social development of black people in the USA across the period. There will be some attempt to comment on the varied experiences of different groups of black people and the uneven pace of change in different periods. There will also be an attempt to identify the MOST important factors that led to change.
LEVEL 4  An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Candidates will provide good chronological accounts of the development of black society in the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the MOST significant factors that led to change. Candidates will also begin to differentiate more effectively between the varied experiences of different groups of black Americans by class, gender and geographical location. Candidates will also appreciate that black development was not equal to that of whites across much of the period and that the pace of change for black people varied in different periods.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
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<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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Question 6

Recall and deployment of knowledge; analysis of key concepts; quality of written communication

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Question: How far has the USA's role in world affairs developed since 1929? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: The USA used its military power and became a superpower.

LEVEL 2 Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates may concentrate on one period only, for example the USA's foreign policy during the Cold War. Alternatively, candidates may provide a poor outline of American foreign policy across the period and American attempts to promote its position in the world, with brief references to the scaffold and very little development.

LEVEL 3 Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Candidates may appreciate the shifting nature of US foreign policy together with varied attempts to promote its position in the world but fail to cover the whole period. Alternatively, candidates may provide a good chronological account of the main events of US foreign policy across the period with some attempt to focus on the shift from pre-1945 isolationism through to post-war interventionism and the containment of communism together with changes in relations between the superpowers in the 1970s and 1980s.
LEVEL 4

An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Candidates will provide a good chronological outline of US foreign policy across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment on the shifts in foreign policy from isolationism to interventionism and containment and the varying ways in which it attempted to promote itself in world affairs across the period. They should also discuss the crucial importance of the Second World War in re-orientating American foreign policy and the part it played in turning the USA into a nuclear superpower. Within the context of the Cold War candidates will recognise changes from deterrence to détente as a way of promoting its international position, and the way in which US relations improved with some countries and deteriorated with others at different times.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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INSTRUCTIONS TO CANDIDATES

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

Answer two questions from Section A and one question from Section B.

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are the questions in Section B.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to your chosen question in Section B.
SECTION A

Answer two questions.

QUESTION 1

Look at Source A and answer the question that follows.

Source A

![Source A Image]

[A political poster from 1911]

(a) What does Source A show you about why Welsh people supported the Liberal Party in the early twentieth century? [2]

[6 x answer lines]

(b) Describe the role of Saunders Lewis in the Welsh nationalist movement. [4]

[12 x answer lines]
Look at these two sources about Welsh elections and answer the question that follows.

**Source B**

In the 1945 General Election Labour won 25 of the 36 Welsh Parliamentary seats. The Party was particularly popular in the industrial areas and was gaining popularity in the rural and Welsh speaking areas where the Liberal Party was still strong.

[From an internet web-site]

**Source C**

[The by-election victory for Plaid Cymru in 1966]

(c) Use Sources B and C and your own knowledge to explain why Welsh politics changed between 1945 and the 1960s. [6]

[18 x answer lines]

(d) Why was the first referendum on devolution in 1979 important for Welsh politics? [8]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

Look at Source A and answer the question that follows.

Source A

Thomas John was born on a small farm just outside Laugharne in 1880. At the age of twenty he left his home to look for work in the pits of the Rhondda Valleys. As a young man he had worked on his father's farm, and he had only been paid pocket money and keep.

[From a school history book]

(a) What does Source A show you about work in Wales at the start of the twentieth century? [2]

[6 x answer lines]

(b) Describe the events of an industrial conflict in the early years of the twentieth century that you have studied. [4]

[12 x answer lines]
Look at these two sources about work in Wales and answer the question that follows.

**Source B**

In March 1939 hundreds of people were leaving Merthyr every month to find work. With its steelworks and most of its mines closed and no new jobs to replace the old ones, the position was hopeless.

[From an historian]

**Source C**

[A factory in Merthyr in the 1960s]

(c) Use Sources B and C and your own knowledge to explain why work patterns in Wales changed between the 1930s and the 1960s. [6]

[18 x answer lines]

(d) How important has the growth of tourism been to the Welsh economy in the second half of the twentieth century? [8]

[24 x answer lines]

END OF QUESTION 2
QUESTION 3

Look at Source A and answer the question that follows.

Source A

[Front page of a Gymanfa programme, Mold, 1909]

(a) What does Source A show you about Welsh chapels in the early twentieth century? [2]

[6 x answer lines]

(b) Describe the effects of the Second World War on Welsh culture. [4]

[12 x answer lines]
Look at these two sources about social activities in Wales and answer the question that follows.

**Source B**

<table>
<thead>
<tr>
<th>The week's events</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday</strong></td>
<td></td>
</tr>
<tr>
<td>9 a.m.</td>
<td>Prayer meeting for young members</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Sermon</td>
</tr>
<tr>
<td>2 p.m.</td>
<td>Sunday School</td>
</tr>
<tr>
<td>5 p.m.</td>
<td>Hymn singing practice</td>
</tr>
<tr>
<td>6 p.m.</td>
<td>Sermon</td>
</tr>
<tr>
<td></td>
<td>Prayer meeting</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>Chapel committee meeting</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Bible Study meetings</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Literary Society</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>Deacons’ meeting</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Band of Hope</td>
</tr>
</tbody>
</table>

[Activities in Jerusalem Chapel, Bethesda in 1930]

**Source C**

[An image showing a family in Cardiff watching television in the late 1960s]

(c) Use Sources B and C and your own knowledge to explain how the Welsh way of life had changed by the late 1960s. [6]

[18 x answer lines]

(d) How important was the campaign of Cymdeithas yr Iaith in improving the status of the Welsh language in the second half of the twentieth century? [8]

[24 x answer lines]

END OF QUESTION 3
SECTION B

Answer one question only from this section

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

4. How far has Wales changed politically in the twentieth century? [10+3]

In your answer you may wish to discuss the following:

- The period of the Liberal supremacy
- The growth of the Labour Party
- The growth of nationalism
- The move to devolution
- and any other relevant factors.

5. How far have the work patterns in Wales changed during the twentieth century? [10+3]

In your answer you may wish to discuss the following:

- Iron and coal production before the First World War
- The decline of heavy industry
- The employment of women
- The growth of the service economy
- and any other relevant factors.

6. How far has the Welsh way of life changed during the twentieth century? [10+3]

In your answer you may wish to discuss the following:

- The role of the chapels
- The Eisteddfod Genedlaethol and International Eisteddfod
- The growth of mass media
- Changes in people’s lifestyles
- and any other relevant factors.

You may only answer one question from Section B

Number of the question chosen in Section B: ________________

[30 x answer lines]

END OF SECTION B
## OUTLINE STUDY

**THE DEVELOPMENT OF WALES, 1900-2000**

**DRAFT MARKING SCHEME**

### NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the optional questions 4, 5 or 6 in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
</tr>
</tbody>
</table>
OUTLINE STUDY
THE DEVELOPMENT OF WALES, 1900-2000

DRAFT MARKING SCHEME

Question 1(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Question: What does Source A show you about why many Welsh people supported the Liberal Party in the early twentieth century? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

The source says that the Liberals promised to help sick people.
The source says that Lloyd George and the Liberal Party promised to set up a National Insurance scheme.
The Liberals promised to help working people against sickness and disablement.

Question 1(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Describe the role of Saunders Lewis in the Welsh nationalist movement. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: Saunders Lewis was a founder member of Plaid Cymru in 1925.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: On his release from prison after the burning of the bombing school he was greeted as a hero by 15,000 at Caernarfon. His 'Tynged yr Iaith' radio speech led to the setting up of Cymdeithas yr Iaith Gymraeg and a direct action campaign to promote the Welsh language.
Question 1(c)

Target: Recall and deployment of knowledge; explanation of key concepts

Mark allocation:

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Question: Use Sources B and C and your own knowledge to explain why Welsh politics changed between 1945 and the 1960s. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: In 1945 the Labour Party was very popular in Wales and / or by 1966 Plaid Cymru had gained its first parliamentary election victory.

LEVEL 2 Accurate answer which addresses the question: [3-4]
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Source B shows that in 1945 the Labour Party was the dominant political party in the industrial areas and was replacing the Liberals as the party of rural Wales. Source C shows that by 1966 Plaid Cymru was emerging as a popular political party in some areas. There will be some reference to reasoning for this, such as the need for a viable alternative to Labour or the growth in Welsh nationalism.

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

Eg: There will be specific reference to a gradual change in political support and the emergence of Plaid Cymru as a popular party by 1966. Reference could be made to the 'children' in Source C as suggesting that Plaid Cymru was the party of the future. Though there was a definite 'shift' in political support, the Labour Party was still the most popular party in Wales in the 1960s. Change was in the air in the 1960s, but the biggest changes in Welsh politics were to materialise after the change shown in the sources.
Question 1(d)

**Target:** Recall and deployment of knowledge; analysis and evaluation of key historical concepts

**Mark allocation:**
- AO1: 8
- AO2: 4
- AO3: 4

**Question:** How important was the 1979 Referendum on devolution for Welsh politics? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

_Eg:_ The 1979 Referendum, with its clear ‘No’ vote showed that Wales did not want devolution.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

_Eg:_ The ‘No’ vote of 1979 was a clear indication that the people of Wales did not want devolution. The ‘no’ vote was over 80%. Lots of Labour supporters, led by Neil Kinnock, voted against devolution. This was a serious blow to the nationalist cause but also had an impact on the Labour government of James Callaghan which soon fell from power.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

_Eg:_ The referendum of 1979 was very important for a number of reasons. Expect reference to the split in the Labour ranks leading to the defeat of Callaghan’s government in the General Election of 1979 and to the election of Margaret Thatcher and 18 years of Tory rule for Wales.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

_Eg:_ Answers will clearly evaluate the importance that the 1979 Referendum had on Welsh politics. There will be discussion of the input on the nationalist cause and on the mainstream parties. Also, this put the issue of devolution on the back burner, but it strengthened the resolve of devolutionists and nationalists to prepare the way for a further referendum in the future.
Question 2(a)

Target: Understanding of source material

<table>
<thead>
<tr>
<th>Mark allocation</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Question: What does Source A show you about work in Wales at the start of the twentieth century? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

*The source says that young men like Thomas John worked on farms many left home to work in the pits.*
*The source says that young men from rural areas of Wales were attracted to the industrial areas of South Wales.*
*Young men were enticed by the lure of work in the coal industry and a regular wage.*

Question 2(b)

Target: Recall and deployment of knowledge; understanding of historical features

<table>
<thead>
<tr>
<th>Mark allocation</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Describe an industrial conflict of the early twentieth century that you have studied. [4]

[Any industrial conflict of note can be described in an answer here. It is likely that answers will focus on named areas in the specification ie: Penrhyn Lockout, Llanelli Riots, Tonypandy Riots]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
*Eg: If the candidate uses the Penrhyn lockout: the quarry owner was against trade unions / the quarrymen’s union went on strike between 1900-03.*

LEVEL 2 A more detailed and accurate description. [3-4]
*Eg: The Penrhyn Lockout was a long and painful strike (the longest in British history). It resulted in a bitter rift in the quarrying communities. A feature of the Strike was its high level of intimidation, law-breaking and disturbances.*
Question 2(c)

Target: Recall and deployment of knowledge; explanation of key concepts

Use Sources B and C and your own knowledge to explain why work patterns in Wales changed between the 1930s and the 1960s. [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: The demands of war improved employment prospects after 1939 and prams were made in Merthyr in the 1960s.

**LEVEL 2** Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Work patterns shifted for a number of factors. Because of ironworks and pit closures during the Depression people were forced to leave their communities in search of work. However by the 1960s new job opportunities were being attracted to towns such as Merthyr. These were in the form of light industry, factories making goods such as prams and washing machines. Industry in Wales was changing from heavy work to light industry; Answers may make a brief reference to women at work here

**LEVEL 3** Answer addresses the question clearly.

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development. [5-6]

Eg: The sources show that the closure of heavy industries before the Second World War led to migration from these areas of traditional industry. By the 1960s assembly lines, such as the Triang Company, were opening in once depressed towns like Merthyr. Light industry and assembly lines were replacing old traditional work. Expect reference to the new assembly lines which were particularly suited to the employment of women and part time and evening-shift work. It did not always alleviate male unemployment. There was a change in work patterns, therefore, but not always to the benefit of traditional male employment.
Question 2(d)

| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts |
|-------|-------|-------|-------|
| Mark allocation:  | AO1 | AO2 | AO3 |
| 8 | 4 | 4 |

**Question:** How important has the growth of tourism been to the Welsh economy in the second half of the twentieth century? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**
Generalised answer, with weak or implied points made. [1-2]

*Eg: Tourism is very important as it brings a lot of visitors and money to Wales.*

**LEVEL 2**
Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

*Eg: Welsh tourism has developed greatly. Wales' attractions include visits to Cardiff and the National Parks and their outdoor attractions. Improved roads [M4 and A55] have helped encourage tourism. With the decline in industry and farming, tourism has emerged as a very important aspect of the Welsh economy.*

**LEVEL 3**
More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

*Eg: The second half of the twentieth century has seen a huge development in tourism. Approximately 100,000 people are employed in the tourist trade (99% of the workforce). The Wales Tourist Board was established in 1969 to 'maximise tourism's contribution to the economic, social and cultural prosperity of Wales' (Mission Statement).*

**LEVEL 4**
Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

*Eg: Answers will clearly evaluate the importance of the growth of tourism to the Welsh economy. Answers may highlight Cardiff's development as a tourist attraction. As well as the traditional attractions (Castle, St. Fagan's) expect reference to the Cardiff Bay development and events, such as the Singer of the World Competition, the Big Weekend festival and the many uses of the Millennium Stadium. Credit any other relevant references to Welsh tourist attractions.*
**Question 3(a)**

**Target:** Understanding of source material

**Mark allocation:**

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>2</td>
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</tbody>
</table>

**Question:** What does Source A show you about Welsh chapels in the early twentieth century? [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

- Chapels were mostly Welsh speaking establishments.
- Chapels organised things like singing festivals.
- The source says that as Welsh-medium establishments they were important in promoting the Welsh-way of life.

**Question 3(b)**

**Target:** Recall and deployment of knowledge; understanding of historical features

**Mark allocation:**

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question:** Describe the effect of the Second World War on Welsh culture. [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made. [1-2]

Eg: Many Welshmen went away to fight in the war and never came back.

**LEVEL 2** A more detailed and accurate description. [3-4]

Eg: The war had a negative effect on the Welsh language and the Welsh way of life because English-medium newspapers were reporting on the war’s progress and were read by many. Also the war generated an all-British ‘wartime spirit.’ Credit references to the impact of evacuation on the more rural parts of Wales.
Question 3(c)

Target: Recall and deployment of knowledge; explanation of key concepts

Mark allocation: AO1 AO2 AO3

<p>| | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
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<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question: Use Sources B and C and your own knowledge to explain why the Welsh way of life had changed by the 1960s. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: By the 1960s less people were going to chapels; families preferred to watch television.

LEVEL 2 Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Source B shows how important the chapel was to the Welsh way of life, but by the 1960s outside pressures, such as the coming of the television, shown in Source C, were having an effect on the traditional Welsh way of life such as chapels and chapel-going. Attendances were starting to decline.

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

Eg: The influence of chapels as a source of Welsh-medium entertainment as depicted in Source B was in decline by the 1960s. The increasing appeal of television meant there was no need to leave your own home to be entertained. Also the vast majority of television programmes in the 1960s were English-medium and therefore were a further threat to the traditional way of life in some parts of Wales. Changes in entertainment patterns were having an anglicising effect on the Welsh way of life. This was a contributory factor in the movement to begin Radio Cymru and S4C.
Question 3(d)

**Question:** How important was the campaign of Cymdeithas yr Iaith in improving the status of the Welsh language in the second half of the twentieth century? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]
Eg: Cymdeithas yr Iaith campaigned to improve the status of the Welsh language by organising protest marches and causing minor criminal damage to property.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: Cymdeithas's first public protest was in October 1962 when some 40 supporters held a sit-in and blocking traffic in Aberystwyth. Cymdeithas was important in campaigning for official status for the Welsh language including Welsh-medium schools, tax returns, electoral forms etc. Cymdeithas's campaign, though it involved non-violent direct action often did include minor criminal damage, such as, painting road signs, refusing to complete English-only official forms. It did gain publicity which eventually was to gain support.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: Answers here will give examples of the work of the society, but will also focus on its importance. Expect reference to the high profile campaigns and the publicity generated both positive and negative.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Answers will clearly focus on the importance of the campaign of Cymdeithas yr Iaith on improving the status of the Welsh language. There should be recognition that Cymdeithas yr Iaith’s campaigning was important as it did eventually result in improving the status of the Welsh language. It resulted in many gains, such as various Welsh Language Acts, bilingual road signs and the establishment of a Welsh language television channel, S4C. Answers here though should note that the campaigns did have a negative effect sometimes and were usually criticised by establishment politicians and pundits.
Question 4

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 | AO2 | AO3
---|---|---
10 | 4 | 6

Question: How far has Wales changed politically in the twentieth century? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

*Eg:* Wales now has a National Assembly which it didn’t have before.

LEVEL 2 Apply the following framework: [3-5]
Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.
The Level 2 descriptor for quality of written communication may be considered here.

*Eg:* Candidates will make a weak response to the question set. Expect mention of devolution and a sketchy reference to the changing support during the twentieth century for the Liberals, then Labour and Plaid Cymru in the Welsh-speaking areas.

LEVEL 3 Apply the following framework: [6-8]
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.
The Level 3 descriptor for quality of written communication may be considered here.

*Eg:* There will be a judgement on the set question with supporting material from most of the period. At the beginning of the twentieth century Wales supported the Liberal Party, then the Labour Party, which initially gained root in the industrial areas and later in rural Wales. Welsh voters were slow to embrace Plaid Cymru. Though established in 1925 Plaid had to wait until 1966 for its first electoral success. Answers will highlight that Labour was still the dominant party.
LEVEL 4 An effective overview of the main developments with a genuine [9-10] attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a judgement on the extent of change in Welsh political life. The twentieth century did see several political changes in Wales. Expect an outline of the main changes but in addition there will be a discussion of the change brought about by devolution. After the last election Labour (26 seats) and Plaid Cymru (5 seats) share the responsibility of government. The National Assembly of Wales has many devolved powers, including, highways and transport, housing, education and training, social welfare, economic development. There should be an evaluation of the extent of change – is it as fundamental as some would say or is it more of a gradual change?

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance 1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>Intermediate performance 2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>High performance 3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
</tbody>
</table>
**Question 5**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
</tbody>
</table>

**Question:** How far have work patterns changed in Wales during the twentieth century? [10+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: At the beginning of the twentieth century the coal, steel and other heavy industries were dominant, but by the end of the century most had been closed.

**LEVEL 2** Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates will make a weak response to the question set. The ‘heavy industries’ that did so well during the First World War were to suffer the depression of the inter-war years and the competition from cleaner competitors. Coal, steel and transport were nationalised after the Second World War and in the final decades of the century were privatised again.

**LEVEL 3** Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.

Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: There will be a judgement on the set question with supporting material from most of the period. Answers will show a clearer grasp of the emergence of other employment opportunities such as light industry and tourism and the growth of the service industry. Here the emphasis will be more on change and reference made to job opportunities for women and the recent technological revolution. The answer will show an awareness of ‘time periods’ such as 1930s, wartime and the 1990s.
LEVEL 4  An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here. 

Eg: Answers will provide a judgement on the issue of the extent of change in working patterns. Answers will address the issue of change throughout and reference will be made to how far work patterns have changed. Answers might indicate how improved infrastructure has helped economic development. A clearer picture will develop of how the once heavy industry or farming has changed and diversified. Expect discussion of the key periods of change, including the Depression, the impact of war, the destruction of the coal industry and the advent of electronic communications.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
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</tr>
<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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</tbody>
</table>
Question 6

**Target:** Recall and deployment of knowledge; analysis of key concepts; quality of written communication

**Mark allocation:**

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**Question:** How far has the Welsh way of life changed during the twentieth century? [10+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; very limited response which offers little support.
The Level 1 descriptor for quality of written communication may be considered here. [1-2]

_Eg:_ Chapel attendance has declined and the Welsh people of today pursue the same interests as the rest of Britain; drinking culture, watching television..

**LEVEL 2**

Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes.
The Level 2 descriptor for quality of written communication may be considered here.

_Eg:_ Candidates will make a weak response to the question set. Chapels dominated Welsh life at the beginning of the twentieth century but the introduction of the cinema, radio, television during the century has seen a significant change in Welsh life.

**LEVEL 3**

Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.
The Level 3 descriptor for quality of written communication may be considered here.

_Eg:_ There will be a judgement on the set question with supporting material from most of the period. In the first half of the twentieth century Welsh culture was to suffer from the increasing popularity of English daily newspapers and the new mass media. Later on, from the 1960s, pop music, the internet and computer games have added to the pressures. However the Welsh traditional way of life has seen a resurgence with the popularity of the Eisteddfodau (Genedlaethol and International)], Radio Cymru and S4C since the early 1980s.
LEVEL 4  An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a judgement on the extent of change in the way of life. Candidates will need to address ‘how far’ the Welsh way of life has changed. Expect a clear outline of the pressures that have impinged on people’s lives in Wales. Expect comment on the difficulty of addressing cultural change and the need for all societies to adapt. At this level there should be discussion of the issue that the Welsh way of life and culture are fighting back. Expect reference to bilingual education and the importance of direct action of societies / movements such as Cymdeithas yr iaith Gymraeg.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
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<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>Intermediate performance</td>
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<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>High performance</td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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</tbody>
</table>
GCSE HISTORY (ROUTE B)

UNIT 3: Crime and Punishment, c.1550 to the present day

SPECIMEN PAPER

(1 hour 15 minutes)

INSTRUCTIONS TO CANDIDATES

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

Answer two questions from Section A and one question from Section B.

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are the questions in Section B.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to your chosen question in Section B.
SECTION A

Answer two questions.

QUESTION 1 [20]

Source A

Look at Source A and answer the question that follows.

[Smugglers in the eighteenth century]

(a) What does Source A show you about smuggling in the eighteenth century? [2]

[6 x answer lines]

(b) Describe the crime of vagrancy in the sixteenth century. [4]

[12 x answer lines]
Look at these two sources about crime during the Industrial Revolution and answer the question that follows.

**Source B**

Large parts of the big towns became very dangerous due to criminal gangs and activities. These towns were great for criminals, with narrow alleys and dark corners, into which a passer-by might be enticed and robbed. Of course towns meant jobs and opportunities, but they also meant crime.

[A description of an industrial town around 1800]

**Source C**

[Luddites attacking a textile machine in 1811]

(c) Use Sources B and C and your own knowledge to explain why types of crime differed during the Industrial Revolution. [6]

[18 x answer lines]

(d) Why was the development of the motor car a turning-point in causing new types of crime in the twentieth century? [8]

[24 x answer lines]

END OF QUESTION 1
QUESTION 2

Source A

Look at Source A and answer the question that follows.

[A picture of a Bow Street Runner in the eighteenth century]

(a) What does Source A show you about the Bow Street Runners in the eighteenth century? [2]

[6 x answer lines]

(b) Describe the work of a Tudor JP in the sixteenth century. [4]

[12 x answer lines]
Look at these two sources about policing in the nineteenth century and answer the question that follows.

Source B

[Image of a watchman in the early nineteenth century]

Source C

[Image of Metropolitan policemen at work in the mid nineteenth century]

(c) Use Sources B and C and your own knowledge to explain why policing methods changed during the nineteenth century. [6]

[18 x answer lines]

(d) Why was the use of fingerprinting a turning-point in methods of catching criminals? [8]

[24 x answer lines]

END OF QUESTION 2
QUESTION 3

Look at Source A and answer the question that follows.

Source A

[A prison hulk receiving prisoners]

(a) What does Source A show you about prison hulks in the eighteenth century? [2]

[6 x answer lines]

(b) Describe the use of the stocks in the sixteenth century. [4]

[12 x answer lines]
Look at these two sources about prisons in the nineteenth century and answer the question that follows.

**Source B**

The gaoler got no salary but could charge fees from the prisoners who were committed to his care. The cell for debtors is just 19 feet by 11 feet (8.79 metres by 3.35 metres) with no window. The whole prison is out of repair; many prisoners died here. There is no proper separation for the women.

[A report from 1800]

**Source C**

[A plan of Pentonville Prison, 1842]

(c) Use Sources B and C and your own knowledge to explain why prisons changed during the nineteenth century.  

[18 x answer lines]

(d) Why was the abolition of capital punishment in the 1960s an important turning-point in methods of punishment in Wales and England?  

[24 x answer lines]

END OF QUESTION 3
SECTION B

Answer one question only from this section

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

4. How far have causes of crime changed from Tudor times to the present day? [10+3]

You may wish to discuss the following in your answer:

- Constant causes of crime
- The effect of religious changes
- The impact of bad living conditions
- The pressures of modern society
- and any other relevant factors.

5. Have methods of policing and combating crime always been successful from Tudor times to the present day? [10+3]

You may wish to discuss the following in your answer:

- The effectiveness of Tudor parish constables
- Developments in the large cities
- Increasing police specialisation
- Use of technology
- and any other relevant factors.

6. Have methods of punishing criminal offenders always been successful from Tudor times to the present day? [10+3]

You may wish to discuss the following in your answer:

- The use of whipping/flogging
- Transportation as a punishment
- The problems with public executions
- Developments in prison reform
- and any other relevant factors.

You may only answer one question from Section B

Number of the question chosen in Section B:________________

[30 x answer lines]

END OF SECTION B
DEVELOPMENT STUDY

CRIME AND PUNISHMENT, c. 1530 onwards

DRAFT MARKING SCHEME

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the optional questions 4, 5 or 6 in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
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</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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</table>
DEVELOPMENT STUDY
CRIME AND PUNISHMENT, c. 1530 onwards
DRAFT MARKING SCHEME

Question 1(a)

Target: Understanding of source material

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Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

The source shows a ship offshore and a gang of men onshore.

In the source the gang of men onshore seem to be handling some goods which may have been brought in illegally by the ship which is offshore.

The location shown in the source seems to be very close to the shore.

Question 1(b)

Target: Recall and deployment of knowledge; understanding of historical features

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Question: Describe the crime of vagrancy in the sixteenth century [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: Vagrancy was connected with unemployed people at a time when it was believed that idleness was wrong. Expect references to begging here.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: There was a great deal of unemployment in Elizabethan times. There was a belief that idleness was wrong and when people were out of work, they could get into trouble. Everyone was encouraged to work and if the able-bodied did not, they were classes as criminals – vagrants. Bands of vagrants wandered the countryside, threatening villages. This was a crime.
Question 1(c)

Target: Recall and deployment of knowledge; explanation of key concepts

Mark allocation: AO1 6 AO2 2 AO3 3

Question: Use Sources B and C and your own knowledge to explain why types of crime differed during the Industrial Revolution. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]
Eg: Source B says that big cities had become dangerous places, with narrow alleyways where people could be robbed. Source C shows that workers committed a crime by attacking textile machines.

LEVEL 2 Accurate answer which addresses the question: [3-4]
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.
Eg: Answers will refer to different types of crime during this period. New industrial towns had grown up very quickly during the Industrial Revolution. They were unplanned and included many alleys and dark corners, in areas called 'rookeries', where people could be attacked and robbed. By 1811, new crimes had emerged. In the industrial towns, unemployed textile workers smashed the machinery that had put them out of work.

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.
Eg: Expect reference to crimes being the product of a range of economic and social factors. There was a lack of an efficient police force to patrol areas like the 'rookeries' and there was a culture of committing crime in such deprived areas. By 1811, the industrial towns had been established for some time and machinery began to replace the skilled workers. In towns like Nottingham, where the Luddite riots happened, unemployed textile workers attacked and smashed the machines that had put them out of work. Crime in the nineteenth century was changing from robbery and petty crime to industrial crime, because causation had changed. More example of crimes associated with social unrest were to develop as the century progressed.
Question 1(d)

<table>
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<tr>
<th>Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
<th>AO1</th>
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Question: Why was the development of the motor car a turning-point in causing new types of crime? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]
Eg: More and more cars have been produced; these can be stolen and they can be used to allow an individual to escape from the scene of the crime.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: The motor car was not invented until the end of the nineteenth century. At the start of the twenty first century, there are about 28 million cars in Britain. The development of the motor car has been a turning-point in causing new types of crime because it has led to a whole range of new crimes. Car theft is now one of the biggest categories of crime. Motor crime includes anything from drunk driving – the breathalyser was introduced in 1967 – to traffic offences.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: The development of the motor car has been an important turning-point because, criminals have increasingly used cars to commit crimes and, increasingly, they have committed crimes against cars, with well over half a million cars being stolen each year and well over a million motor crimes being committed each year.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Answers will clearly evaluate the development of the motor car as a turning point in causing new types of crime. The number of motoring offences will be discussed as will be the use of the motor car in crime. The development of the motor car has changed the focus of police and court activities, by causing a whole new range of types of crime.
Question 2(a)

<table>
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<th>Target: Understanding of source material</th>
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**Question:** What does Source A show you about the Bow Street Runners in the eighteenth century? [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*The source shows that they were big and had some sort of uniform.*
*The source shows that a typical Bow Street Runner had a hard hat and a cane.*
*The wording shows that he operated in an area called Bow Street.*
*This was in London.*

Question 2(b)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; understanding of historical features</th>
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**Question:** Describe the work of a Tudor JP in the sixteenth century. [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made. [1-2]
*Eg: JPs kept law and order in towns and villages.*

**LEVEL 2** A more detailed and accurate description. [3-4]
*Eg: Tudor JPs sat four times a year in courts of law called Quarter Sessions, to deal with criminal business. At other times, they were constantly dealing with less serious offences: in addition to seeing that proclamations and laws were carried out, they were responsible for a wide range of things, from repair of bridges to licensing of ale-houses. They were not paid; they were chosen from the gentry and, as JPs, they had great social status.*
Question 2(c)

<table>
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<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concepts</th>
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<td>Question:</td>
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<tr>
<td>Question: Use Sources B and C and your own knowledge to explain why policing changed during the nineteenth century.</td>
<td>[6]</td>
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<td>Use 0 for incorrect or irrelevant answers.</td>
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**LEVEL 1**  Generalised answer; paraphrases the sources; lacks focus.  [1-2]

Eg: Watchmen were weak and were made a fool of; Metropolitan Policemen were effective and took people to court.

**LEVEL 2**  Accurate answer which addresses the question:  [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Policing had to change due to changing circumstances and the old system found it hard to cope, especially in the new towns and cities. Watchmen had been around since the seventeenth century and were still used in the early nineteenth century to patrol the streets at night. As can be seen from Source B, they were old and decrepit and were not very effective. However, by the first half of the nineteenth century, the Metropolitan Police had been created in London and they were doing a much more effective job of law enforcement.

**LEVEL 3**  Answer addresses the question clearly.  [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

Eg: Answers should refer to the key factors behind the change in policing. Change had been necessary to meet the needs of a society which had changed from a slowly evolving rural society to a fast-moving industrial one. Source B shows that the ineptitude of the older system, whereas Source C shows that the Metropolitan Police were uniformed; they were now paid and did an effective job of bringing transgressors of the law to court. An old, inefficient system had to be replaced by one which was introduced by an Act of Parliament in 1829 and expanded by a further act of 1839.
Question 2(d)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

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Question: Why was the use of fingerprinting a turning-point in methods of catching criminals? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: Fingerprinting was a new method of catching criminals. There had been nothing like this before.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: There had been experiments with fingerprints from 1860. In 1901, fingerprinting was introduced as a full working system. As no two people in the world have similar prints, this was a major step forward in crime detection and a turning-point. CID had existed from 1877; they could now make use of this new method and this led on to further police specialisation.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

Eg: The use of fingerprinting was an important turning-point because the police could now move on from out-dated nineteenth century methods of catching criminals to more specialised methods. As well as a National Fingerprinting Office being established, a Forensic Science Laboratory was established at Hendon in 1934-5.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

Eg: Answers will clearly discuss the use of fingerprinting as a turning point in the catching of criminals. The use of such technology will be seen as a major turning point. The realisation that a specialism like fingerprinting was successful has led to many more specialist branches being created, like Scenes of Crime. The use of fingerprinting was a very important turning-point in methods of catching criminals.
Question 3(a)

Target: Understanding of source material

Mark allocation: AO1 AO2 AO3

| 2 | 2 |


Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

*The source shows that they were rotting ships, anchored near the shore.*
*Hulks were old, rotting ships with very little of their masts remaining.*
*Hulks were no longer seaworthy.*
*Hulks were near the shore, because a rowing boat is taking men out to the hulk probably prisoners.*

Question 3(b)

Target: Recall and deployment of knowledge: understanding of historical features

Mark allocation: AO1 AO2 AO3

| 4 | 2 | 2 |

Question: Describe the use of the stocks in the sixteenth century [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
*Eg: Stocks were used as a method of punishing offenders.*

LEVEL 2 A more detailed and accurate description. [3-4]
*Eg: Stocks were usually situated in the centre of a town or village – on the village green, for example. They were a wooden structure, where an offender sat with his/her feet through two wooden planks, which had been secured together. Local people often threw rotten fruit and vegetables at these offenders. They were a method of punishment which focussed on public, and local, humiliation.*
**Question 3(c)**

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation of key concepts</th>
<th>Mark allocation: AO1</th>
<th>AO2</th>
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**Question:** Use Sources B and C and your own knowledge to explain why prisons changed during the nineteenth century. [6] Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus. [1-2]

_Eg:_ Old prisons had small, dark and dirty cells, in which women and men were mixed. By 1842, a new type of prison had been built – Pentonville.

**LEVEL 2** Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

_Eg:_ Answers will refer conditions in the prisons. Criminals were often kept in castle dungeons, in very unhealthy conditions, like those described in Source B. Many prison reformers had suggested improvements in the prison system in the early nineteenth century, so that new, purpose-built prisons like Pentonville, shown in Source C, were constructed.

**LEVEL 3** Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

_Eg:_ Answers will focus on conditions and the work of the humanitarian reformers. Prison reformers like John Howard had pointed out how unhealthy prisons were; G O Paul suggested that prisons should be built to be clean, airy and much healthier; Elizabeth Fry had suggested the separation of women in prisons. The ideas of these reformers led to change and legislation, such as the 1839 Prisons Act, and to an improved prison system in Wales and England. Pentonville was an example of a new type of prison: each of the wings had 130 single cells for prisoners; there were exercise yards between these wings; and the prison had a heating system. Change was necessary because the prison system was out of date in Wales and England. Other factors which may be mentioned as contributory are the reduction in capital offences and the gradual phasing out of transportation.
Question 3(d)

<table>
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<th>Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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Question: Why was the abolition of capital punishment in the 1960s a turning point in methods of punishment in Wales and England? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made.  [1-2]

Eg: The death penalty was abolished because people's views had changed and they now thought that it was wrong. This was an important turning-point.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen.  [3-4]

Eg: Attitudes towards the death penalty/capital punishment had been gradually changing: public executions were abolished in 1868 and fewer and fewer criminals were put to death in Britain. Judges had become reluctant to impose the death penalty: there was a feeling that it was wrong to take another person's life; capital punishment had been proved to be ineffective – people still committed murder; and there had been miscarriages of justice. So, abolition of capital punishment in the 1960s was a justifiable turning-point.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained.  [5-6]

Eg: Alternative methods to capital punishment had been evolving from the early twentieth century; the idea now was to reform and to rehabilitate, not just to punish. The abolition of the death penalty was an important turning-point because it meant that the new ideas/reforms had to be implemented more quickly; prisons had to be seen to be helping the convicted person during their imprisonment and, on release, there had to be a system of reintroducing the convicted person back into the community.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question.  [7-8]

Eg: Answers will discuss how the absolution of capital punishment was a turning point in methods of punishment. This was a new idea which was necessary because of the abolition of capital punishment. It was, therefore, an important turning-point in methods of punishment in Wales and England. Credit references to the Christie/Evans case which led to a posthumous pardon and the execution of Ruth Ellis, the last women hanged in the U.K.
Question 4

How far have the causes of crime changed from Tudor times to the present day?  

Use 0 for incorrect or irrelevant answers.

LEVEL 1  
Generalised answer; very limited response which offers little support.  
The Level 1 descriptor for quality of written communication may be considered here.  

Eg: There has always been crime and its causes have always varied – poverty, greed, hatred, passion and fear.

LEVEL 2  
Apply the following framework:  

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period such as unemployment and poverty caused crime in Elizabethan times. The growth of industrial towns in the late eighteenth/early nineteenth centuries gave new opportunities to commit crime; and the pressures of modern society have led to drug offences.

LEVEL 3  
Apply the following framework:  

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of change and development.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: There will be a judgement on the set question with supporting material from a range of periods. Unemployment caused vagrancy in Tudor times and non-observance of the state religion was classed as heresy. Increased sea transport led to piracy and smuggling in the seventeenth and eighteenth centuries and increased stagecoach travel led to highway robbery in the latter century, too. Political and social unrest led to rioting in the nineteenth century and the invention of the computer, for example, led to the new rime of ‘hacking’ in the twentieth century and to identity theft in the twenty first century.
LEVEL 4  An effective overview of the changes with a genuine attempt to [9-10] show development; recognition of the varying impact of changes; must build on very good chronological coverage.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will decide and demonstrate that the causes of crime have changed from age to age. Poverty has been an important and constant cause of crime, but other causes have included greed, religious problems, drink and drugs. Causes have varied in their significance through time: Religion was a particular cause in Elizabethan times and has now reappeared in the very early twenty first century, associated with global terrorism. Causes of crime have also varied considerably in their impact on society over time: more varied crimes occurred because of the creation of a new industrial society; in the twentieth century, the development of the motor car led to more varied causation of crime than ever before.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance 1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>Intermediate performance 2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>High performance 3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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Question 5

<table>
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<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
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<tr>
<td>Mark allocation:</td>
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</table>

**Question:** Have methods of policing and combating crime always been successful from Tudor times to the present day?

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; very limited response which offers little support.
The Level 1 descriptor for quality of written communication may be considered here.

Eg: Methods of combating crime were not very successful in Tudor times; they are more successful today.

**LEVEL 2**

Apply the following framework:

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change or success.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change or success.
The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates will make a weak response to the question set with little attempt to provide a judgement. Tudor JPs and constables were not very effective as they were not paid for their work. The Bow Street Runners proved how successful they were in a small part of London and this led to the establishment of the Metropolitan Police Force. As the nineteenth century developed there was more police specialisation, and this specialisation reached a high-point in the twentieth century, in the quest to make methods of combating crime more successful.

**LEVEL 3**

Apply the following framework:

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of success.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of development and success of methods.
The Level 3 descriptor for quality of written communication may be considered here.

Eg: There will be a judgement on the set question with supporting material from a range of periods. Early methods were largely ineffective but there was a great leap forward in the C19th, with the creation of organisations to police the great urban centres. There was an even greater leap as the C20th progressed and the police had to use more specialisation – to ensure that methods of combating crime were successful.
LEVEL 4

An effective overview of the changes with a genuine attempt to discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage.
The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a judgement on the issue of success of various policing methods. Methods of combating crime have varied in success throughout the ages. In Tudor times the ineffectiveness of the hard-pressed magistrates and constables at that time meant that methods of combating crime were not always successful. Although the BSR were successful, they covered only a small part of London. Even with the Metropolitan Police, success was slow in coming, as the public were against an organised form of policing. However, the Metropolitan Police proved themselves and ultimately they proved how successful methods of combating crime could generally be.

Expect a discussion of the success of twentieth century methods such as Scenes of Crime Officers, Anti-Terrorist Squad, Special Branch, Community Relations.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<td>2 marks</td>
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Question 6

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</table>

Question: How far have methods of punishing criminal offenders always been successful from Tudor times to the present day? [10+3]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Public punishments such as flogging, stocks and pillory and public executions were thought to be effective, so they must have been successful.

LEVEL 2 Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change or success.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change or success.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates will make a weak response to the set question with little attempt to provide a judgement. Public executions and even torture were successful methods of punishment from Tudor times because the public expected harsh and humiliating punishments. As views changed in later centuries in favour of reform, there was more use of imprisonment and the C19th saw various systems of imprisonment tried in prisons. The C20th increasingly focussed on rehabilitation as a method of improving the criminal and yet more methods were tried, including probation and community service.

LEVEL 3 Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of success.

Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of development and success of methods.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: There will be a judgement on the set question with supporting material from a range of periods. The fact that various methods of punishment were tried in C19th prisons indicates that methods of punishing offenders were not successful. This was carried on into the C20th, when it was proved that a huge number of prisoners re-offended. Alternative methods were sought, in an attempt to provide successful methods of punishment: borstals and detention centres for young people; open prisons; and suspended sentences. Punishment has succeeded with some, but not with others.
LEVEL 4

An effective overview of the changes with a genuine attempt to discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a judgement on the issue of the success of various measures used to punish offenders. In early modern times, the pace of change was much slower and communities much smaller. Methods of punishment such as stocks or pillory may have been more successful then. In more modern times, the pace of change is fast and society is now very different in most respects. It is much more difficult to implement methods of punishment which are always successful. The fact that Welsh and English prisons are now over-full (82,000 prisoners) may indicate a failure of the prison system. Expect an evaluation of the success of various measures from across the period studied.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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GCSE HISTORY (ROUTE B)

UNIT 3: Health and Medicine, 1345 to the present day

SPECIMEN PAPER

(1 hour 15 minutes)

INSTRUCTIONS TO CANDIDATES

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

Answer two questions from Section A and one question from Section B.

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 or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are the questions in Section B.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to your chosen question in Section B.
SECTION A

Answer two questions from this section.

QUESTION 1

Look at Source A and answer the question that follows.

Source A

[A drawing from a medieval doctor's handbook]

(a) What does Source A show you about medical ideas in the late middle ages? [2]

[6 x answer lines]

(b) Describe the work of Louis Pasteur in the nineteenth century [4]

[12 x answer lines]
Look at these two sources about developments in medical knowledge and answer the question that follows.

Source B

[A drawing from Vesalius' book on the human body, 1543]

Source C

Many doctors still believed that blood was made in the liver to replace blood that was burned up in the body. Harvey showed that blood flows around the body, is carried from the heart by the arteries and returns to the heart in veins. He proved that the heart acted as a pump, recirculating the blood in the human body.

[A description of William Harvey's discovery, 1628]

(c) Use Sources B and C and your own knowledge to explain why medical knowledge changed during the sixteenth and seventeenth century. [6]

[18 x answer lines]

(d) Why was the discovery of X-rays by Wilhelm Röntgen in the late nineteenth century a turning-point in the development of medical knowledge? [8]

[24 x answer lines]
QUESTION 2

Look at Source A and answer the question that follows.

Source A

(a) What does Source A show you about traditional treatments in the middle ages?  
[2]  
[6 x answer lines]

(b) Describe the work of Edward Jenner at the end of the eighteenth century.  [4]  
[12 x answer lines]
Look at these two sources about surgical methods and answer the question that follows.

**Source B**

James Simpson discovered chloroform in 1847. However, there were medical arguments against the use of chloroform. It was a new and untested gas. The first death from the use of chloroform in 1848 scared surgeons.

[A description of the discovery of chloroform in 1847]

**Source C**

[A picture showing an anaesthetic being used in the late nineteenth century]

(c) Use Sources B and C and your own knowledge to explain why surgical methods changed during the nineteenth century. [6]

[d] Why was the discovery of penicillin by Sir Alexander Fleming in 1928 a turning-point in the prevention and treatment of disease? [8]
QUESTION 3

Look at Source A and answer the question that follows.

Source A

![An engraving of a medieval hospital]

(a) What does Source A show you about the use of medieval hospitals in caring for the sick? [2]

[6 x answer lines]

(b) Describe the work of Betsi Cadwaladr in the nineteenth century. [4]

[12 x answer lines]
Look at these two sources about public health and answer the question that follows.

Source B

[A picture of a London street in 1800]

Source C

In 1842, Edwin Chadwick published a report on the living conditions and the health of the poor. He recommended that sewers and drains should be provided in towns and cities, that the streets should be cleaned and that water supplies should be improved. In 1848, the government passed the Public Health Act.

[A description of Edwin Chadwick’s Report]

(c) Use Sources B and C and your own knowledge to explain why attitudes to public health changed during the nineteenth century. [6]

(d) Why was the establishment of the National Health Service in 1948 a turning-point in the provision of health care? [8]
SECTION B

Answer one question only from this Section.

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

4. How successful has the development of medical knowledge been in improving health from the middle ages to the present day? [10+3]

You may wish to discuss the following in your answer:

- The influence of Renaissance ideas
- The contribution of individuals such as Ambroise Paré
- Advances in knowledge such as the discovery of the germ theory
- Recent developments in genetics
- and any other relevant factors.

5. Have methods used to prevent and treat disease always been successful from the middle ages to the present day? [10+3]

You may wish to discuss the following in your answer:

- The use of traditional treatments and remedies
- The development of scientific approaches to treating disease
- The contribution of Joseph Lister
- The development of modern surgical methods, including transplant surgery
- and any other relevant factors.

6. Have standards in public health and patient care always improved from the middle ages to the present day? [10+3]

You may wish to discuss the following in your answer:

- The effectiveness of methods of combating the plague
- The impact of industrialisation
- The contribution of Florence Nightingale
- The success of attempts to provide healthier housing and cleaner air
- and any other relevant factors.

You may answer only ONE question from Section B.

Number of the question chosen in Section B: __________

[30 x answer lines]

END OF SECTION B
NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate’s performance on particular questions. These are the optional questions 4, 5 or 6 in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
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<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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</table>
DEVELOPMENT STUDY

HEALTH AND MEDICINE, c. 1345 to the present day

DRAFT MARKING SCHEME

Question 1(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
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<td>Mark allocation:</td>
<td>AO1</td>
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Question: What does Source A show you about medical ideas in the late middle ages? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- The source shows that people drew a chart showing different parts of the body.
- Source A shows that people had the idea that different parts of the body were related to the different star signs.
- The position of a person’s star sign told the surgeon when to operate.

Question 1(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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</table>

Question: Describe the work of Louis Pasteur in the nineteenth century. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

Eg: Pasteur discovered the bacteria which caused many diseases; he developed the ‘germ theory’.

LEVEL 2 A more detailed and accurate description. [3-4]

Eg: Pasteur began his work of identifying bacteria c.1870 and he was the first to develop the ‘germ theory’. Pasteur vaccinated sheep against anthrax and he also developed a rabies vaccine. He won the support of the French government in his work of vaccination/immunisation.
Question 1(c)

Target: Recall and deployment of knowledge; explanation of key concepts

Mark allocation: AO1 AO2 AO3

6 2 3 1

Question: Use Sources B and C and your own knowledge to explain why medical knowledge changed during the sixteenth and seventeenth centuries. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: In the sixteenth century, the human body was studied. By the seventeenth century, William Harvey discovered that the heart acted like a pump.

LEVEL 2 Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Answers will refer to the work of specific scientists to try to understand more about the body. Andreas Vesalius was a Professor of Anatomy who published his book The Fabric of the Human Body, from which Source B is taken. William Harvey worked as a doctor and then as a lecturer in anatomy. He published his An Anatomical Account of the Motion of the Heart in 1628, which publicised his ideas on the working of the heart. Work of this kind showed how the extent of medical knowledge was changing. Expect references to the influence of the Renaissance and the encouragement of science by rulers such as Charles II.

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

Eg: Answers should concentrate on the influence of the Renaissance and the encouragement of scientists by wealthy sponsors. Expect also some discussion of the need for change as medical knowledge was so haphazard. Sources B and C show how medical knowledge had evolved from a detailed study of the structure of the human body by Vesalius in the sixteenth century, to the discovery by Harvey in the seventeenth century that the heart acted as a pump, recirculating the blood in the human body. By the seventeenth century, therefore, the long-held ideas of Galen were being disproved. Medical knowledge was increasing gradually.
Question 1(d)

<table>
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<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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<td>Mark allocation:</td>
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Question: Why was the discovery of X-rays by Wilhelm Röntgen in the late nineteenth century a turning-point in the development of medical knowledge? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

*Eg:* He discovered X-rays which allowed doctors to find out more about the human body.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

*Eg:* Wilhelm Röntgen discovered X-rays when he was experimenting with cathode rays. He found that these rays passed through paper, wood, rubber and even human flesh, but not through bone or metal. He called these mysterious rays X-rays because he did not know what they were. However, he immediately appreciated his discovery and published his findings in 1895. His discovery caused great public excitement and it had an immediate impact on medicine.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

*Eg:* Röntgen's discovery was an important turning-point in the development of medical knowledge. Within six months of publishing his finding, hospitals had installed X-ray machines. The First World War then confirmed the importance of the X-ray in surgery: front line hospitals were equipped with X-ray machines and these enabled surgeons to remove bullets and shrapnel from wounded soldiers.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

*Eg:* Answers will clearly discuss whether the discovery of X-rays can be considered a turning point as the development of medical knowledge. As well as reference to the importance of the discovery for surgery. Röntgen's discovery provided a much clearer picture of the human body; it was such an important turning-point that it led to later scanning methods like ultrasound scanning and MRI (Magnetic Resonance Imaging).
Question 2(a)

Target: Understanding of source material

Mark allocation: AO1 AO2 AO3

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Question: What does Source A show you about traditional treatments in the middle ages? [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

- the source shows that barber surgeons operated on people in the middle ages.
- the barber surgeon was an untrained person, as can be seen from the unhygienic conditions in the source,
- the barber surgeon may have been extracting teeth from a person, or blood letting.
- the 'patient' seems to be in considerable discomfort.

Question 2(b)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 AO2 AO3

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Question: Describe the work of Edward Jenner in the eighteenth century. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]
Eg: He inoculated people against smallpox; he called this vaccination.

LEVEL 2 A more detailed and accurate description. [3-4]
Eg: Edward Jenner was a doctor in Gloucestershire who realised that people who had had cowpox seemed immune from smallpox. He inoculated people with cowpox and recorded his findings, concluding that cowpox did protect people from infection by smallpox. He submitted his ideas to the Royal Society in 1798, but there was much opposition to his ideas, so he published his ideas himself. He called his idea vaccination. Parliament was impressed by his idea and granted him £50,000 to open a vaccination clinic in London.
Question 2(c)

**Target:** Recall and deployment of knowledge; explanation of key concepts

**Mark allocation:**

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<th>AO2</th>
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**Question:** Use Sources B and C and your own knowledge to explain why surgical methods changed during the nineteenth century. [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus. [1-2]

Eg: James Simpson discovered chloroform but someone died when it was used. By the late nineteenth century, anaesthetics was being used in operations.

**LEVEL 2** Accurate answer which addresses the question: [3-4]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.

Eg: Answers will refer to the issue of cleanliness and lack of any anaesthetic. There will be discussion of Simpson's discovery of chloroform in 1847 which meant that painless operations could now be possible. The use of chloroform as an anaesthetic relaxed the human body and kept the patient asleep during operations. By the end of the nineteenth century, anaesthetics like chloroform had proved themselves and were being used as a matter of course.

**LEVEL 3** Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.

Eg: Answers will fully discuss the issues of lack of an anaesthetic and the issue of cleanliness as reasons why surgical methods had to change. Source B refers to the problems with using an untested gas like chloroform in surgical operations. Simpson felt that the gas was safe: he used it on himself and his friends – they passed out! In time, the use of chloroform proved itself, especially when Queen Victoria accepted the use of chloroform during the delivery of her eighth child in 1857. Surgical methods were able to improve as, along with other methods like Lister's development of antiseptics, surgical methods became safer. So, by the late nineteenth century, the safe use of chloroform and of ether had been developed, administered to the patient by means of the respirator shown in Source C.
Question 2(d)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 4 AO2 4 AO3

Question: Why was the discovery of penicillin by Sir Alexander Fleming in 1928 a turning-point in the prevention and treatment of disease? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]
Eg: Penicillin helped to cure illnesses.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]
Eg: Fleming was a bacteriologist and a surgeon. He had worked with anti-typhoid vaccines and had pioneered the use of salvarsan against syphilis. As a medical officer in France during the First World War, he discovered the antiseptic powers of lysozyme, which was present in tears and in mucus. This led Fleming to continue with research on antiseptic methods and, in 1928, he rediscovered the properties of penicillin. He had grown a mould which killed many different bacteria; he called this mould penicillium notatum. This was an important discovery but, unfortunately, it was not yet a turning-point, because Fleming did not have the facilities not the support to develop and test his idea that penicillin could fight infection.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]
Eg: It was the Second World War which finally brought about the successful development of penicillin and proved, in fact, that Sir Alexander Fleming's discovery of penicillin was a turning-point in the prevention and treatment of disease. Two Oxford scientists, Howard Florey and Ernest Chain, had become interested in Fleming's discovery and put together a research team in 1939.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]
Eg: Answers will discuss how far the discovery of penicillin can be seen as a turning point in the prevention of treatment of disease. By 1942, penicillin was being mass-produced and proved invaluable in treating infection caused by wounds received by soldiers in battle. Sir Alexander Fleming's discovery in 1928 was a turning-point: prior to his discovery, many people died of infection; penicillin has proved tremendously important ever since, in the treatment of illness and disease.
Question 3(a)

Target: Understanding of source material

Mark allocation: AO1 AO2 AO3

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Question: **What does Source A show you about the use of medieval hospitals in caring for the sick?**  

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*Source A shows that hospitals looked after people.*  
*the source shows that there are people who seem to be ill in bed*  
*people are being tended to by nurses who look like nun*  
*two patients seem to have died, as their bodies are being wrapped up*  
*in the background, there is a crucifix showing that hospitals were established by the Church.*

Question 3(b)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 AO2 AO3

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Question: **Describe the work of Betsi Cadwaladr in the nineteenth century.**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made.  
*Eg: Betsi Cadwaladr was a Welsh working class girl who went to the Crimea as a nurse.*

**LEVEL 2** A more detailed and accurate description.  
*Eg: Betsi was born in Bala, North Wales, in 1789, one of 16 children. She qualified as a nurse late in life, after training at one of the London hospitals. She made her way to the Crimea, to help to nurse the wounded soldiers there, but Florence Nightingale kept her waiting at Scutari for many frustrating weeks. Betsi then made her own way to Balaclava, where she showed that she would do anything to improve the quality of care for her patients. She strongly disliked the bureaucracy that Florence Nightingale had set up; this served to deprive the wounded of food, clothing and even bandages. Betsi fought against this system and, when Florence Nightingale witnessed what Betsi had achieved at Balaclava, she was won over to her ways. Betsi worked in the Crimea until the war took its toll on her own health, suffering from cholera and dysentery. She left the Crimea in 1855 (aged 66). She died in 1860.*
Question 3(c)

Target: Selection of knowledge; understanding of key concepts

Mark allocation:  

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Question: Use Sources B and C and your own knowledge to explain why attitudes to public health changed during the nineteenth century. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus. [1-2]
Eg: People lived in dark, overcrowded streets in London in about 1800. In 1842, Edwin Chadwick published a report on the living conditions of the poor.

LEVEL 2 Accurate answer which addresses the question: [3-4]
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the issue.

Answers worth 4 marks will use the sources and their own knowledge to try to focus on the concept of change or development.
Eg: Answers will discuss the issue of hygiene in nineteenth century towns and villages. There was a lack of sewers and of healthy water. Houses were crowded and unhealthy, so that epidemics like cholera spread easily. No-one was bothered about these bad conditions in which the poor people lived. There should be reference to the was a change in attitude, when the government passed the Public Health Act in 1848, prompted by the work of reformers such as Chadwick.

LEVEL 3 Answer addresses the question clearly. [5-6]
Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or development.

Answers worth 6 marks will clearly use both the sources and own knowledge to explain the concept of change or development.
Eg: Answers will discuss a range of factors, including hygiene, the influence of reformers and political will. Public health had been regarded as a matter for individuals, not for the government. This was the case in London, as shown by the crowded and unhealthy conditions in Source B. However, there was a change in the attitude of government because of the frequent cholera epidemics; the government requested Chadwick to report on the living conditions and the health of the poor, which he did in his report of 1842, referred to in Source C. The changed attitude of government was reflected in the passing of the Public Health Act of 1848, although its recommendations were short-lived, because of expense. Even so, Chadwick's work was to be carried on by John Simon.
Question 3(d)

| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts |
|-------------------------------------------------|---|
| Mark allocation:                                | AO1 | AO2 | AO3 |
| 8                                               | 4   | 4   |

**Question:** Why was the establishment of the National Health Service in 1948 a turning-point in the provision of health care? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

Eg: The establishment of the NHS in 1948 was an important turning-point because people now received free medicine and treatment.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: Health care had been a constant worry for people. Families had worried over the cost of such health care. The establishment of the NHS in 1948 provided free dental treatment, free glasses and free prescriptions. This was an important turning-point because people's health care was improved and because it was part of a government commitment to take care of people 'from the cradle to the grave'.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at evaluation, not fully sustained. [5-6]

Eg: The post-war Labour government had introduced a flag-ship reform when it established the NHS in 1948. It had introduced a social reform which benefited the mass of the people. This was a real turning-point in the provision of health care.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned evaluation; the answer addresses the thrust of the question. [7-8]

Eg: Answers will discuss the issue of whether the establishment of the NHS was a turning point in the provision of health care. The hospital services were completely remodelled, with all but the teaching hospitals being taken into public ownership, under a Ministry of Health. A national system of GPs was introduced. An age-long concern for families had been addressed – free health care.
Question 4

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 AO2 AO3
10 4 6

Question: How successful has the development of medical knowledge been in improving health from the middle ages to the present day? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: The development of medical knowledge has meant that more people live longer and healthier lives.

LEVEL 2 Apply the following framework: [3-5]
Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.
The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates will make a weak response to the question set. Medical knowledge progressed from the rather primitive ideas of the later middle ages – zodiac charts and the theory of the humours, for example – to the more advanced ideas of the Renaissance period, including the work of Vesalius in anatomy and Paré in surgery. The work of William Harvey in the seventeenth century, in the circulation of the blood, successfully took medical knowledge a step further.

LEVEL 3 Apply the following framework: [6-8]
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of change and development.
The Level 3 descriptor for quality of written communication may be considered here.

Eg: There will be a judgement on the question set with supporting material from a range of periods. The ‘germ theory’ in the late nineteenth century and the discovery of X-rays have been successful factors in improving medical knowledge. Improvements continued; change was considerable as twentieth century developments like scanning, and developments in DNA and genetics have successfully improved medical knowledge and improved people’s health.
LEVEL 4

An effective overview of the changes with a genuine attempt to discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage.
The Level 4 descriptor for quality of written communication may be considered here.
Eg: Answers will provide a judgement on the issue of the success of developments in medical knowledge. Some developments have been highly successful such as Pasteur’s work or that of Fleming or Barnaard. However, many developments have been less successful and expect some reference to these such as the continuing search for cures for cancer or AIDS and the hospital super-bugs, MRSA and C-Difficile.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
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<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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<tr>
<td><strong>High performance</strong></td>
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<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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Question 5

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 | AO2 | AO3
---|---|---
10 | 4 | 6

Question: Have methods used to prevent and treat disease always been successful from the middle ages to the present day? [10+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Methods used to prevent and treat disease have not always been successful – many people have died of diseases since the middle ages.

LEVEL 2 Apply the following framework: [3-5]

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change or success.
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change or success.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates will make a weak response to the question set. Traditional treatments and remedies in the middle ages were not always successful. When Jenner discovered vaccination (1798), there was a lot of opposition to his methods. Similarly, Lister's work with antiseptics also met with initial opposition. Yet both of these were massive successes in time.

LEVEL 3 Apply the following framework: [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of success.
Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of development and success of methods.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: There will be a judgement on the question set with supporting material from a range of periods. When Simpson experimented with the use of chloroform as an anaesthetic from 1847, he had his setbacks. Surgeons opposed it because it was a new and untested gas whereas it was eventually successful. Although penicillin had been discovered in the late nineteenth century, it took until 1928 for Fleming to prove its worth and then for it to be made commercially available, through mass production (1942).
LEVEL 4

An effective overview of the changes with a genuine attempt to discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage.
The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a judgement on the issue of success of various methods. Many methods of preventing and treating disease have evolved since 1345; such methods evolved more quickly from the C19th than ever before. By the C20th, there was a general acceptance that these methods can succeed; modern techniques like transplant surgery and hip replacements, for example, now have a huge chance of success and new methods are evolving more quickly than ever before. Expect some reference to methods that have not been successful such as Thalidomide.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<td>1 mark</td>
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<td>2 marks</td>
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Question 6

Target: Target: Selection of knowledge; evaluation of key concepts; quality of written communication

Mark allocation: AO1  AO2  AO3

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Question: Have standards in public health and hospital care always improved from the middle ages to the present day? Use 0 for incorrect or irrelevant answers.

[10+3]

LEVEL 1 Generalised answer; very limited response which offers little support. The Level 1 descriptor for quality of written communication may be considered here.

Eg: Standards of public health and patient care were poor in the middle ages but got better.

LEVEL 2 Apply the following framework:

Award 3-4 marks for a couple of related facts; superficial coverage; weak references to issue of change or success.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change or success.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Candidates will make a weak response to the question set. Until modern times, governments did not consider that they could or should provide health care for all. Care had been provided by the Church and by hospitals which dated back to medieval times. Methods of combating the plague were haphazard and were left to individual towns to deal with; patient care was ineffective, with no trained nurses.

LEVEL 3 Apply the following framework:

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of success.

Award 7-8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of development and success of methods.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: There will be a judgement on the set question with supporting material from a range of periods. Health care for the general population became necessary with the increasing industrialisation of Britain. Chadwick’s work in the C19th improved public health and Florence Nightingale’s work in the same century improved patient care. However, it was not until the establishment of the NHS after the Second World War that the government became fully involved in care and this has meant that standards generally improved, right up to the provision of ‘Care in the Community’ in the late C20th.
LEVEL 4  An effective overview of the changes with a genuine attempt to [9-10] discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage. The Level 4 descriptor for quality of written communication may be considered here. Eg: Answers will provide a judgement on the issue of improving standards in public health. Standards in public health took a long time to improve; there was much opposition to its provision until the later C19th. Since then, standards have always improved, with an acceptance that government should be in charge and with C20th governments passing laws to provide healthier housing and cleaner air. Standards in patient care have improved much more swiftly since the mid C19th than ever before. However, despite the improvements, there is currently criticism of the standards of patient care provided in hospitals. Waiting lists continue to be long in some respects and there is the fear of hospital infection – MRSA. In these respects, standards have slipped. There is also concern over water supply issues and a growing problem with litter.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
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### ASSESSMENT GRID

#### GCSE HISTORY

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