

GCSE

WJEC Eduqas GCSE in  
**HISTORY**

ACCREDITED BY OFQUAL

**SAMPLE ASSESSMENT  
MATERIALS**

Teaching from 2016

Version 2 - December 2024



# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Mark scheme band descriptors amended.	195, 209, 223 & 237

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Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**

**HISTORY**

**COMPONENT 1: STUDIES IN DEPTH**

**BRITISH STUDIES IN DEPTH**

**1A. Conflict and Upheaval: England,  
1337-1381**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour**



### **INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

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

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

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

**QUESTION 1**

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

**Source A**

Occupation	Men	Women	Total
Brewers	62	20	82
Common Labourers	43	21	64
Weavers	15	7	22
Spinners	1	15	16
Spinners and Weavers	1	11	12
Cobblers	20	-	20
Masons	7	-	7
Tailors	6	-	6

[A table showing some of the occupations of people at Wells, Somerset, (1358)]

**Source B**

[An illustration of a family preparing a meal from a fourteenth century manuscript]

What can be learnt from Sources A and B about life in fourteenth century England? [4]

[12 x answer lines]

## QUESTION 2

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

### Source C

You must make sure that all the human excrement and other filth lying in the street of the city is removed. You are to cause the city to be cleaned from all bad smells so that no more people will die from such smells.

[King Edward III writing in an instruction sent to the Mayor of London (1349)]

To what extent does this source accurately explain the reasons for the spread of the Black Death? [8]

*[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]*

*[24 x answer lines]*

**QUESTION 3**

Why was a shortage of labourers a significant result of the Black Death?

[12]

*[36 x answer lines]*

#### QUESTION 4

Explain the connections between **TWO** of the following that are to do with the start of the Hundred Years' War. [10]

- Edward III's claim to the French throne
- The confiscation of Aquitaine
- The role of Isabella of France
- The aims of Philip VI of France

Issues chosen: \_\_\_\_\_ and \_\_\_\_\_

*[30 x answer lines]*



## QUESTION 5

Read the interpretation below and then answer the question which follows.

The Peasants' Revolt of 1381 was the first popular uprising in England. The peasants were objecting to high taxation and demanding payment of wages in money. However, despite what is written in various chronicles, the main grievance of the peasants was their continued serfdom. The Peasants' Revolt took place to demand its abolition.

[An interpretation of the Peasants' Revolt from a modern website called *Marxists.org*. This website promotes the rights of the working class.]

How far do you agree with this interpretation of the main cause of the Peasants' Revolt? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*



## MARK SCHEME

### Component 1: BRITISH STUDY IN DEPTH 1A. Conflict and Upheaval: England, 1337-1381

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

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

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

This section indicates the assessment objective(s) targeted in the question				
Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about life in fourteenth century England?** [4]

This is the question and its mark tariff.				
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##### Band descriptors and mark allocations

AO3(a) 4 marks		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

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

##### Indicative content

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

- *the sources give much information about the lives of people in fourteenth century England;*
- *Source A refers to the occupations of people in one part of England, showing that brewing, labouring, spinning and weaving were the most predominant occupations;*
- *Source A also shows that women mainly undertook tasks such as the spinning and weaving, although they did undertake labouring and brewing, whilst jobs such as cobbling and masonry were the preserve of men;*
- *Source B depicts a family scene that highlights the domestic role of the woman who is seen cooking for men;*
- *Source B also shows the type of house that many people lived in at this time with a thatched roof and an open fire; this family also were in possession of a dog.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

## MARK SCHEME

## Component 1: BRITISH STUDY IN DEPTH

## 1A. Conflict and Upheaval: England, 1337-1381

## Question 1

Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about life in fourteenth century England?** [4]

## Band descriptors and mark allocations

AO3(a) 4 marks		
<b>BAND 2</b>	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
<b>BAND 1</b>	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the sources give much information about the lives of people in fourteenth century England;*
- *Source A refers to the occupations of people in one part of England, showing that brewing, labouring, spinning and weaving were the most predominant occupations;*
- *Source A also shows that women mainly undertook tasks such as the spinning and weaving, although they did undertake labouring and brewing, whilst jobs such as cobbling and masonry were the preserve of men;*
- *Source B depicts a family scene that highlights the domestic role of the woman who is seen cooking for men;*
- *Source B also shows the type of house that many people lived in at this time with a thatched roof and an open fire; this family also were in possession of a dog.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>8</b>	<b>2</b>		<b>6</b>	

Question: **To what extent does this source accurately explain the reasons for the spread of the Black Death?** [8]

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 6 marks	
			<b>BAND 3</b> Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	<b>BAND 2</b> Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	<b>BAND 1</b> Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the source contains some accuracy in its understanding of the effects of excrement and filth in the streets; the King identifies bad smells as being the cause of the deaths in London;*
- *the source clearly shows that the conditions in London and the towns were dreadful and helped to create the conditions in which plague could thrive;*
- *the king is reflecting a commonly held view of the time;*
- *it is limited in its accuracy due to the historical context in which it was produced; this was a period of ignorance and a lack of medical knowledge about causes of disease;*
- *the source does however, show the severity of the problem; the King is instructing the Mayor of London to take action; he clearly has some understanding of the issue;*
- *candidates may conclude that the source does not accurately explain the reasons for the Black Death with its focus on bad smells.*

**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **Why was a shortage of labourers a significant result of the Black Death?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the shortage of labourers was a significant result of the Black Death because estimates are that up to or over half the population died;*
- *the immediate impact was disruption to work undertaken; fewer workers meant that land was unfarmed;*
- *there were severe economic consequences as a result of the shortage of labourers; surviving labourers could demand higher wages; the bargaining power of the peasantry increased; lords were forced to raise wages; rents were lowered to keep peasants on the land; the price of goods fell due a lack of demand; the number of days worked on the land decreased significantly;*
- *the government was forced to pass the Statute of Labourers to try to return wages to pre-plague levels; the measure was largely ineffective;*
- *the attitude of the peasantry towards authority began to change; the feudal system was further weakened and more labourers became freemen; fundamental changes in society were a significant result;*
- *in the longer term it was significant because it contributed to the outbreak of the Peasants' Revolt.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>10</b>	<b>2</b>	<b>8</b>		

Question: **Explain the connections between TWO of the following that are to do with the start of the Hundred Years' War. [10]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks		AO2 8 marks			
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	5-6
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

*All the historical features mentioned in the question are inter-related causes of the Hundred Years' War; connections identified may include:*

- *Edward III's claim to the French throne was connected to the role of Isabella of France because Isabella of France was the daughter of Philip IV of France and the sister of Charles IV of France. Isabella could not succeed to the throne of France and therefore claimed the throne for her son Edward III; Edward was the closest blood relative of Charles VI but French nobles did not want to be ruled by an English king;*
- *the confiscation of Aquitaine by Philip VI of France was connected to Edward III's claim to the French throne. It was the immediate trigger for Edward to claim the French throne; and part of a long running dispute over the position of English monarchs in France;*
- *the aims of Philip VI of France was connected to Edward III's claim to the French throne. Philip VI interfered in Scotland, thereby threatening England and his overall aim was to reduce the power and influence of the English monarch;*
- *Philip's aims were also connected to Edward's claim by his actions in raiding the English coast and disrupting the wool trade with Flanders as a means of reducing English financial power. These factors also caused Edward to reassert his claim to the French throne.*



**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **How far do you agree with this interpretation of the main cause of the Peasants' Revolt?** **[16+3]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the interpretation clearly links the Peasants' Revolt to the issue of serfdom;*
- *the interpretation is based on the understanding that peasants had tasted greater freedom after the Black Death, despite the introduction of the Statute of Labourers in 1352; many now felt that these gains were being eroded and therefore the issue of serfdom underpinned the Revolt;*

- *the interpretation acknowledges the issues of taxation and the demands to be paid in money, but views them as general objections;*
- *candidates may assert that the interpretation is from a modern website and benefits from hindsight;*
- *other interpretations of this issue may argue that the introduction of the poll tax led to the outbreak of rebellion; the war with France necessitated increased revenue demands;*
- *the imposition of the tax affected the lower classes the most and the sending out of tax collectors with the methods employed, sparked the rebellion;*
- *the interpretation also fails to take account of longer term factors; the Black Death had given the surviving peasants a greater sense of worth; wages had increased despite the Statute of Labourers; attitudes towards authority and service had changed; people such as John Ball preached about equality; the wars against France had caused hardship; the King's advisers were unpopular;*
- *candidates may assert that the interpretation is subjective and has been formed from a particular perspective; the website and therefore the author are committed to promoting the rights of the working class and is also aimed at a particular audience;*
- *the accuracy of the interpretation is therefore subject to debate; it may well accurately reflect one aspect of the Peasants' Revolt but not the wider context;*
- *it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations of the causes of the Peasants Revolt.*

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

In applying these performance descriptors:

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

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

		<ul style="list-style-type: none"><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li></ul>
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Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**

**HISTORY**

**COMPONENT 1: STUDIES IN DEPTH**

**BRITISH STUDIES IN DEPTH**

**1B. The Elizabethan Age, 1558-1603**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour**



### **INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

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

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

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

## QUESTION 1

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

### Source A

There are four theatres in London of beauty which have various names. In them a different play is presented to the public every day. Of all the theatres, the largest is the Swan; it has space for three thousand persons and is built of flint stones supported by wooden columns, painted to look like marble. It looks like a Roman building.

[A description of Elizabethan theatres, written by Johannes de Witt, a Dutch visitor to England (1596)]

### Source B



[A drawing of the Swan Theatre from the late sixteenth century]

What can be learnt from Sources A and B about the theatre in Elizabethan times?

[4]

[12 x answer lines]

## QUESTION 2

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

### Source C

Let me warn you that there has risen, both in your Realm and mine, a dangerous Puritan sect that would have no Kings or Queens but rule by committee. I pray you stop the mouths or make shorter the tongues, of ministers who presume to speak out for the persecuted in England for the Gospel.

[Elizabeth I, writing in a personal letter to James VI of Scotland (July 1590)]

To what extent does this source accurately reflect the seriousness of the Puritan threat? [8]

*[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]*

*[24 x answer lines]*

**QUESTION 3**

Why was Mary, Queen of Scots, significant in the Catholic threat to Elizabeth? [12]

*[36 x answer lines]*



**QUESTION 4**

Explain the connections between **TWO** of the following that are to do with Elizabethan government.

[10]

- Privy Council
- Parliament
- Taxation
- Freedom of speech

Issues chosen: \_\_\_\_\_ and \_\_\_\_\_

*[30 x answer lines]*

## QUESTION 5

Read the interpretation below and then answer the question which follows.

During Elizabeth's reign the profits of the rich were, and were known to be, made at the expense of the poor. The poor were without rights in every sense. High rents, the threat of eviction and becoming a vagabond, a wage freeze during a price rise, the poor flocking into the towns, all made sure that the majority barely had enough to survive on.

[Christopher Hill, an historian who specialised in social history, writing in his book *Reformation to Industrial Revolution*, published in 1967]

How far do you agree with this interpretation of life for poor people in Elizabethan times? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*

## MARK SCHEME

### Component 1: BRITISH STUDY IN DEPTH 1B.The Elizabethan Age, 1558-1603

#### Instructions for examiners of GCSE History when applying the mark scheme

#### Positive marking

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

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

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

Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: e.g. What can be learnt from Sources A and B about the theatre in Elizabethan times? [4]

This is the question and its mark tariff.

#### Band descriptors and mark allocations

	AO3(a) 4 marks	
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers

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

#### Indicative content

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

- *the sources give much information about the theatre in Elizabethan times;*
- *Source A shows that the theatre was a popular form of entertainment given the number of theatres in London;*
- *Source A shows that great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people;*
- *Source A shows that they had a very distinctive architectural style that mirrored Roman buildings;*
- *Source B shows the layout of a theatre; galleries surrounded the stage; a flag was flown to show a play was being performed;*
- *Source B shows that the theatres were open roofed with a stage projecting out into the audience.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

**MARK SCHEME****Component 1: BRITISH STUDY IN DEPTH****1B.The Elizabethan Age, 1558-1603****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3 (a)</i>	<i>AO4</i>
<b>4</b>			<b>4</b>	

Question: **What can be learnt from Sources A and B about the theatre in Elizabethan times? [4]**

**Band descriptors and mark allocations**

	<b>AO3(a) 4 marks</b>	
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

- *the sources give much information about the theatre in Elizabethan times;*
- *Source A shows that the theatre was a popular form of entertainment given the number of theatres in London;*
- *Source A shows that great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people;*
- *Source A shows that they had a very distinctive architectural style that mirrored Roman buildings;*
- *Source B shows the layout of a theatre; galleries surrounded the stage; a flag was flown to show a play was being performed;*
- *Source B shows that the theatres were open roofed with a stage projecting out into the audience.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>8</b>	<b>2</b>		<b>6</b>	

Question: **To what extent does this source accurately reflect the seriousness of the Puritan threat?** **[8]**

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 6 marks	
			<b>BAND 3</b> Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	<b>BAND 2</b> Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	<b>BAND 1</b> Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the source shows how the Puritan threat in both England and Scotland was considerable by 1590; the Puritans are identified by Queen Elizabeth as a 'dangerous sect' that would have no monarchy;*
- *she advocates that ministers should be restricted in their speeches of support for Puritan ideas;*
- *the source is likely to reflect accurately the seriousness of the Puritan threat because Elizabeth is writing in a private capacity;*
- *the letter is a personal letter not designed for public consumption;*
- *she is also writing to a fellow monarch and presumptive heir to her throne;*
- *as queen she is in a position to understand the seriousness of the threat from the Puritans;*
- *the historical context would support her assessment. Puritans had grown in number and were increasingly powerful in Parliament;*
- *Elizabeth is, however, writing from a personal and biased perspective;*
- *it is her assessment of the threat posed by the Puritans and may be exaggerated.*

**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **Why was Mary, Queen of Scots, significant in the Catholic threat to Elizabeth?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Mary Queen of Scots played a very significant role in the Catholic threat to Elizabeth; she had a legitimate claim to the throne of England; if Elizabeth died Mary could have become a Catholic Queen;*
- *she was also significant because some English Catholics viewed Mary as the rightful Queen; she was a focal point for disaffected Catholics and nobles and provided them with an alternative monarch to the Protestant Elizabeth;*
- *she was a significant threat to the Elizabethan Religious Settlement; her arrival in England partly contributed to the Rebellion of the Northern Earls; she was the focal point of several Catholic plots such as the Ridolfi and Throckmorton plots;*
- *in a wider sense, Scotland's ties to France – 'the Auld Alliance', were a threat to English security; the threat of Catholicism increased during the 1580s due to worsening relations with Spain and Mary became more significant in the Catholic threat;*
- *her active involvement in the Babington Plot was a significant threat; the Privy Council identified her as the core of the problem and sought her death;*
- *her execution greatly angered many Catholics in England and across Europe and was a significant contributory factor to the launch of the Armada in the following year.*

**Question 4**

Mark allocation:	A01 (a+b)	A02	A03	A04
<b>10</b>	<b>2</b>	<b>8</b>		

Question: **Explain the connections between TWO of the following that are to do with Elizabethan government. [10]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks			AO2 8 marks		
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	5-6
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

*All the features mentioned were important aspects of Elizabethan government; connections identified may include:*

- *the Privy Council was connected to Parliament because it was the senior advisory body to the Queen consisting of chosen nobles and civil servants and the most powerful group in Elizabethan government; however, the Privy Council did not have the power to raise revenue through taxation; William Cecil/Lord Burghley was, therefore, her spokesman in Parliament and kept the Council in touch with Parliament's demands;*
- *Parliament was connected to taxation because Parliament was becoming more important and had the power to raise taxation and pass laws; the issues of taxation was a grievance that Parliament sought to raise when called;*
- *Parliament was connected to freedom of speech because Parliament wanted greater say in the great matters of state; freedom of speech was a grievance that Parliament sought to raise when called; MPs such as Peter Wentworth challenged the restrictions placed upon Parliamentary discussions in so much as issues of marriage, religion and foreign policy were not to be discussed;*
- *freedom of speech was connected to the issue of taxation as some MPs threatened to withhold taxation revenue due to the Queen's insistence that they should not freely discuss the issue of her marriage.*



**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **How far do you agree with this interpretation of life for poor people in Elizabethan times? [16+3]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a-d) 12 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	<b>10-12</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	<b>7-9</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	<b>4-6</b>
<b>BAND 1</b>	Demonstrates basic understanding of the key feature in the question.	<b>1</b>	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the interpretation clearly states that life was hard for poor Elizabethans;*
- *the author would have been able to base his interpretation on many aspects of life at this time; the causes of poverty were not addressed, such as the increase in rents, inflation and wage stagnation;*
- *points supporting the interpretation might include: the number of beggars increased during the reign; punishments were harsh despite the abolition of the death penalty for vagrancy; Houses of Correction were set up in many towns to cope with the number of beggars flocking to them;*

- *poor Elizabethans faced hardship and unemployment; work was seasonal; there was little or no social mobility; varied entertainment was only available in the towns;*
- *candidates may assert that the author of this particular interpretation is a specialist historian writing with the benefit of hindsight; the interpretation would be well researched and based on extensive evidence;*
- *however, other interpretations of this issue differ; other historians argue that life was good for many Elizabethans;*
- *there is evidence to support this interpretation:*
- *there was a sense of national pride; opportunities for entertainment increased and were more varied; attempts were made to help the deserving poor; Bridewells and almshouses were set up in many towns; the Poor Rate was compulsory and assisted the poor of the parish; times were more peaceful and there was social stability in the country; some became wealthier during the reign;*
- *candidates may assert, however, that the author of this particular interpretation is an historian writing from a particular perspective; being a specialist in social history the author may be focusing more upon the lives of ordinary people, especially given the contrast in the source between rich and poor;*
- *appropriate research would have been undertaken but the interpretation may be based on the predilections of the historian and the target audience of what appears to be a general history book;*
- *it is possibly a limited perspective and relatively generalised interpretation;*
- *it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations of life for poor people in Elizabethan times.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow. In applying these performance descriptors:

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

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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**

**HISTORY**

**COMPONENT 1: STUDIES IN DEPTH**

**BRITISH STUDIES IN DEPTH**

**1C. Empire, Reform and War: Britain,  
1890-1918**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour**



## **INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

## **INFORMATION FOR CANDIDATES**

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

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

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

## QUESTION 1

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

### Source A

Male authors are undoubtedly very popular and some have acquired considerable fame. G.B. Shaw, H.G. Wells and Thomas Hardy are widely read and the novel has become an accessible form of entertainment. However, female authors are becoming increasingly prominent, Beatrix Potter for example. As a result, it seems that women readers are increasing in number.

[From an article in *The Bookman* magazine (1904)]

### Source B



[A drawing of a music hall from an article in *New Harper's Monthly Magazine* (1891)]

What can be learnt from Sources A and B about the main features of culture during this period?

[4]

[12 x answer lines]

## QUESTION 2

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

### Source C

The violation of international law is the very characteristic of Britain – a nation which always plays the role of chosen judge over the customs and behaviour of all other nations. The war is purely down to Britain's greed for our gold and diamonds.

[Jan Smuts, leader of the Boer Commando in the Second Boer War, speaking in 1900]

To what extent does this source accurately explain the reasons for the Second Boer War? [8]

*[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]*

*[24 x answer lines]*

**QUESTION 3**

Why was new technology significant during the fighting on the Western Front? [12]

*[36 x answer lines]*

**QUESTION 4**

Explain the connections between **TWO** of the following that are to do with political developments during this period.

[10]

- The growth of the Labour Party
- The 1909 Budget
- The Constitutional Crisis
- The 1911 Parliament Act

Issues chosen: \_\_\_\_\_ and \_\_\_\_\_

*[30 x answer lines]*

## QUESTION 5

Read the interpretation below and then answer the question which follows.

No words can paint the sufferings of this long drawn agony of the European nations on ordinary people. By 1918 eight million young men had been killed. Many more were permanently disabled and there was widespread starvation, malnutrition and disease. It is difficult to bring before the imagination the hopelessness and dejection which were produced by these dreadful conditions.

[H.A.L. Fisher, a Liberal politician and historian, writing in his book *A History of Europe*, published in 1935]

How far do you agree with this interpretation of the impact of the First World War upon the lives of people? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*



**MARK SCHEME**  
**Component 1: BRITISH STUDY IN DEPTH**  
**1C. Empire, Reform and War: Britain, 1890-1918**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

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

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

This section indicates the assessment objective(s) targeted in the question				
Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about the main features of culture in this period?** [4]

This is the question and its mark tariff.	
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**Band descriptors and mark allocations**

AO3(a) 4 marks		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

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

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

- *Source A shows that some male authors had become famous during this period, with Shaw, Wells and Hardy given as prominent examples. It suggests that the novel was now the most popular literary form as it was accessible to many;*
- *however, during this period female authors such as Beatrix Potter were becoming more prominent and partly as a result of this the number of women readers was increasing;*
- *Source B shows a different cultural feature - a typical layout of a music hall of the time. It suggests they were very popular, with many people seated and with galleries surrounding the stage, watching a dance troupe;*
- *in Source B the hall appears to be a grand building, with considerable decoration;*
- *the two sources show that the main features of culture were varied, ranging from reading to attending the music hall.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

## MARK SCHEME

## Component 1: BRITISH STUDY IN DEPTH

## 1C. Empire, Reform and War: Britain, 1890-1918

## Question 1

Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about the main features of culture during this period?** [4]

## Band descriptors and mark allocations

	AO3(a) 4 marks	
<b>BAND 2</b>	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
<b>BAND 1</b>	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Source A shows that some male authors had become famous during this period, with Shaw, Wells and Hardy given as prominent examples. It suggests that the novel was now the most popular literary form as it was accessible to many;*
- *however, during this period female authors such as Beatrix Potter were becoming more prominent and partly as a result of this the number of women readers was increasing;*
- *Source B shows a different cultural feature - a typical layout of a music hall of the time. It suggests they were very popular, with many people seated and with galleries surrounding the stage, watching a dance troupe;*
- *in Source B the hall appears to be a grand building, with considerable decoration;*
- *the two sources show that the main features of culture were varied, ranging from reading to attending the music hall.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	2		6	

Question: **To what extent does this source accurately explain the reasons for the Second Boer War?** [8]

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 6 marks	
			<b>BAND 3</b> Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	<b>BAND 2</b> Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	<b>BAND 1</b> Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the source is partially accurate in explaining the reasons for the Second Boer War; the source partly reflects one of the driving forces behind imperial expansion;*
- *the source clearly shows a Boer perspective on the reasons for the Second Boer War; Smuts is very biased, being the leader of the Boer Commando during the Second Boer War and clearly wishes to portray the British in a negative light; he views the British as violators of international law, driven by greed for the raw materials of the Transvaal;*
- *Smuts is in a unique position however, being central to the unfolding events;*
- *in this respect the source is somewhat limited in its explanation; the source does not take account of the wider historical context regarding other reasons for the Second Boer War;*
- *in order to fully evaluate the accuracy of this source, answers should refer to the wider historical context that tensions between the British and Boers had increased for several other reasons;*
- *candidates may be given credit for any reference to other reasons not mentioned in the source such as the treatment of British 'Uitlander' miners, the legacy of the Jameson Raid or Boer-German relations, the increasing wealth and power of the Transvaal, the imperialist beliefs of Milner;*
- *candidates may conclude that the source does not accurately explain the reasons for the Second Boer War due to its bias and its narrow focus.*

**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>12</b>	<b>4</b>	<b>8</b>		

Question: **Why was new technology significant during the fighting on the Western Front?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *new technology such as the machine gun, heavy artillery, poison gas and tanks was extremely significant during the fighting on the Western Front for several reasons:*
- *mass produced new technology transformed the type of warfare fought on the Western Front;*
- *it led to a highly mechanised war of mass destruction;*
- *the use of heavy artillery and machine guns such as the Lewis and Hotchkiss guns was significant because they wiped out frontal assaults;*
- *chemical warfare in the form of mustard gas was significant because it led to mass casualties and created a new kind of warfare;*
- *soldiers were psychologically traumatised by new technology used on the Western Front;*
- *it led to huge casualties on the Western Front;*
- *the development of the tank was significant in changing the type of warfare fought and was probably a contributory factor in ending the war in 1918.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>10</b>	<b>2</b>	<b>8</b>		

Question: **Explain the connections between TWO of the following that are to do with political developments during this period.**  
[10]

**Band descriptors and mark allocations**

AO1(a+b) 2 marks			AO2 8 marks		
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	5-6
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

*All the features mentioned are closely connected political developments of the period; connections identified may include:*

- *the growth of the Labour Party was connected to the 1909 budget because the Liberals saw welfare and political reforms as a way of combatting the rise of the Labour Party and embarked upon a programme of constitutional reform; the 1909 Budget was aimed at redistributing wealth via tax increases ;*
- *the 1909 budget was connected to the constitutional crisis because its veto by the House of Lords created a constitutional crisis; two elections in 1910 resulted in hung parliaments in which the Liberals relied upon support from the Labour Party;*
- *the constitutional crisis was therefore linked to the growth of the Labour Party as the Liberals' reliance on their support further increased the influence of the Labour Party;*
- *the constitutional crisis was connected to the 1911 Parliament Act; the result of the stand-off was the Parliament Act of 1911, passed with the support of George V who threatened to create enough Liberal peers to overcome the Conservative majority.*

**Question 5**

Mark allocation:	AO1 (b)	A02	A03	AO4(a-d)	SPaG
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **How far do you agree with this interpretation of the impact of the First World War upon the lives of people?**  
**[16+3]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the historian's interpretation is that the war brought lasting, negative changes to ordinary people; this interpretation appears to be based on several issues:*
- *many families suffered bereavement given the huge number of fatalities; many men were permanently disabled and there were food shortages and disease; returning soldiers found it difficult to readjust to civilian life;*

- *the conditions faced physically and psychologically impacted upon the returning soldiers; hopelessness and dejection were prevalent;*
- *candidates may assert that the author of this particular interpretation is a Liberal politician and historian writing relatively close to the First World War; he would be well informed about the aftermath of the First World War and would have witnessed its impact on the lives of ordinary people; he was also writing at a time of great economic hardship for many;*
- *however, in some respects this interpretation is limited in scope; it is possible for an historian to interpret the effects of the war differently, and possibly put a more positive slant on certain aspects;*
- *the position of women was significantly affected in a positive way by their contribution to the war effort; freer attitudes became more prevalent and women became more independent;*
- *the distinction between the classes became blurred due to the common experience in the front lines; government changes improved the lot of the farmers and agricultural labourers;*
- *candidates may assert that the author of this particular interpretation is a Liberal politician and historian writing from a particular perspective; he appears to be generalising about the impact of war across Europe, as suggested by the title of his book;*
- *he would have lived through the war and may be directly influenced by his experiences of it; he is also writing during a time of uncertainty, when memories of the war were still fresh in people's minds;*
- *although appropriate research would have been undertaken the interpretation may be subjective; it is part of the wider historical debate that exists over the impact of the First World War on people's lives, but it does need to be more balanced.*

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

In applying these performance descriptors:

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

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



Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****COMPONENT 1: STUDIES IN DEPTH****BRITISH STUDIES IN DEPTH****1D. Austerity, Affluence and Discontent:  
Britain, 1951-1979****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

**INFORMATION FOR CANDIDATES**

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

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

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

## QUESTION 1

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

### Source A

Pop music has continued to have a great influence on entertainment since the 1960s. The early 1970s were famous for glam rock artists like David Bowie, Marc Bolan and Elton John, who wore make up and outrageous costumes. The pop music sounds of the early 1970s are now being challenged by the emergence of punk rock, which clearly sets out to shock people.

[From an article in *The Record Mirror*, a music magazine, published in 1978]

### Source B



[A photograph of rockers taken in 1964]

What can be learnt from Sources A and B about trends in entertainment and fashion in the 1960s and 1970s? [4]

[12 x answer lines]

## QUESTION 2

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

### Source C

Today bus services serve the same purpose as the railways. Buses and cars now carry the greater part of the passengers moving about the countryside. There is no alternative – the railways have to be cut.

[An extract from the report of Dr Beeching into the state of Britain's railways, published in 1963]

To what extent does this source accurately explain the reasons for the Beeching cuts? [8]

*[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]*

*[24 x answer lines]*

**QUESTION 3**

Why was Bloody Sunday significant to the situation in Northern Ireland in the 1970s?

[12]

*[36 x answer lines]*

**QUESTION 4**

Explain the connections between **TWO** of the following that are to do with immigration in the 1950s and 1960s. [10]

- Enoch Powell
- The British Nationality Acts of this period
- Notting Hill Riots 1958
- The Caribbean 'Windrush'

Issues chosen: \_\_\_\_\_ and \_\_\_\_\_

*[30 x answer lines]*

## QUESTION 5

Read the interpretation below and then answer the question which follows.

What the press called the 'women's lib' movement, set up playgroups, nurseries and playgrounds; they fought for equal pay and formed a coalition of tiny feminist groups and major national organizations. Their efforts undoubtedly had a wide impact on the lives of thousands of others and upon society in general by the 1970s. No social movement of the period posed a bigger challenge to the complacent attitudes of British society.

[Dominic Sandbrook, an historian and newspaper columnist, writing in his book *State of Emergency, The Way We Were: Britain 1970-74*, published in 2010]

How far do you agree with this interpretation of the impact of the feminist movement on society in the 1970s? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*

**MARK SCHEME**  
**Component 1: BRITISH STUDY IN DEPTH**  
**1D. Austerity, Affluence and Discontent: Britain, 1951-1979**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

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

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

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

<i>Mark allocation:</i>	AO1	AO2	AO3 (a)	AO4
<b>4</b>			<b>4</b>	

Question: e.g. **What can be learnt from Sources A and B about trends in entertainment and fashion in the 1960s and 1970s?** [4]

This is the question and its mark tariff.

**Band descriptors and mark allocations**

AO3(a) 4 marks		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

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

**Indicative content**

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

Some of the issues to consider are:

- *Source A shows the extent to which changes in pop music influenced entertainment and fashion during this period;*
- *Source A shows that the early 1970s was characterised by glam rock artists; it was a period of experimentation with make-up and costumes; artists such as David Bowie, Marc Bolan and Elton John were extremely influential on fashion and costume;*
- *Source A also refers to a punk sound emerging by the late 1970s which shocked society in many ways;*
- *Source B shows how youth culture was a distinctive feature of the 1960s; rockers were a key characteristic of youth culture; they dressed distinctively in jeans and leather jackets and rode motorbikes;*
- *both sources show that trends in entertainment and fashion in general changed quickly and had an important impact on society.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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



**MARK SCHEME****Component 1: BRITISH STUDY IN DEPTH****1D. Austerity, Affluence and Discontent: Britain, 1951-1979****Question 1**

<i>Mark allocation:</i>	AO1	AO2	AO3 (a)	AO4
<b>4</b>			<b>4</b>	

Question: **What can be learnt from Sources A and B about trends in entertainment and fashion in the 1960s and 1970s? [4]**

**Band descriptors and mark allocations**

	<b>AO3(a) 4 marks</b>	
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

- *Source A shows the extent to which changes in pop music influenced entertainment and fashion during this period;*
- *Source A shows that the early 1970s was characterised by glam rock artists; it was a period of experimentation with make-up and costumes; artists such as David Bowie, Marc Bolan and Elton John were extremely influential on fashion and costume;*
- *Source A also refers to a punk sound emerging by the late 1970s which shocked society in many ways;*
- *Source B shows how youth culture was a distinctive feature of the 1960s; rockers were a key characteristic of youth culture; they dressed distinctively in jeans and leather jackets and rode motorbikes;*
- *both sources show that trends in entertainment and fashion in general changed quickly and had an important impact on society.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	2		6	

Question: **To what extent does this source accurately explain the reasons for the Beeching cuts?** [8]

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 6 marks		
			<b>BAND 3</b>	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	<b>BAND 2</b>	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	<b>BAND 1</b>	Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the source is, to a large extent, an accurate explanation of the reasons why the Beeching cuts were undertaken;*
- *it correctly identifies the fact that car ownership had increased greatly; public transport in the form of buses were playing an increasingly important role in moving the majority of people around the country;*
- *it accurately reflects the extent to which rail transport had decreased in usage;*
- *the source is written by an extremely well informed author;*
- *however, the source is less accurate because it does not take account of the wider historical context regarding other reasons for the Beeching cuts; a major factor were the losses being incurred by British Railways, which were at £300,000 a day by 1961; there was also a great deal of duplication and a lack of competitiveness;*
- *the source is clearly limited by its purpose and the agenda of the report; the agenda was to investigate the state of Britain's railways and therefore identify ways in which money could be saved;*
- *candidates may conclude that whilst the source correctly reflects the changes in transport, it is limited by its failure to focus upon the economic agenda of the government of the early 1960s.*

**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **Why was Bloody Sunday significant to the situation in Northern Ireland in the 1970s?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Bloody Sunday was an extremely significant event that had a considerable impact upon the situation in Northern Ireland; the incident characterised the period known as the Troubles; in January 1972 a Northern Ireland Civil Rights Association march took place in the Bogside area of Derry; the march was a protest against discrimination towards the Catholic minority; twenty-six protestors and bystanders were shot by soldiers of the British Army in particular the 1<sup>st</sup> Parachute Regiment; thirteen people died at the time and one a few months later;*
- *the incident was a significant turning point in relations between the Catholic population and the British Army; after originally being welcomed as a force to protect them from attack and harassment, the Army was now viewed as the enemy;*
- *the incident was significant because it led to an upsurge in support for republican movements who favoured violent tactics; the Provisional IRA in particular benefited from the greatly increased disaffection of young people; the incident instigated an armed campaign against the British, epitomised in several high profile attacks during the 1970s;*
- *this in turn led to the increased aggression of Unionist paramilitary organisations;*
- *a further significant factor is that the initial tribunal investigating the incident supported the Army's account of events and this worsened relations.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>10</b>	<b>2</b>	<b>8</b>		

Question: **Explain the connections between TWO of the following that are to do with immigration in the 1950s and 1960s. [10]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks			AO2 8 marks		
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	<b>7-8</b>
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	<b>5-6</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>	<b>BAND 1</b>	A basic, unsupported explanation of connections between the chosen features.	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

*All the features mentioned are closely connected to immigration during the period; connections identified may include:*

- *Enoch Powell was connected to the Caribbean Windrush because as a key political figure of the time, he reacted against increased immigration; his 'Rivers of Blood' speech of 1968 was extremely controversial but reflected the divisions in British society;*
- *the British Nationality Act, originally of 1948 but revised during the 1950s and 60s was connected to the Caribbean Windrush because it provided for a new status of Citizen of the United Kingdom and Colonies (CUKC); it encouraged colonial residents to come to Britain to help with the post-war reconstruction; the Windrush was named after the passenger liner that brought large groups of post-war West Indian immigrants to Britain; the term became associated with a generation of British Caribbean people;*
- *the British Nationality Acts of this period were connected to the Notting Hill Riots of 1958 because they led to increased immigration which increased tensions in many areas; the Notting Hill Riots of 1958 were the culmination of these tensions; white 'Teddy Boys' attacked the houses of West Indian residents over a period of several days;*
- *The Windrush was connected to the Notting Hill Riots of 1958 since it precipitated an increase in racial tensions during this period that partly manifested itself in the riots.*

**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **How far do you agree with this interpretation of the impact of the feminist movement on society in the 1970s?** **[16+3]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the interpretation of the author is that the feminist movement during the late 1960s and 1970s had a wide impact upon society; to an extent this interpretation accurately reflects the impact such organisations had;*
- *the interpretation is clearly based on the impact of women's liberation groups that campaigned vigorously against discrimination and were a key feature of this period;*

- evidence that can be used to form such an interpretation includes: women questioned traditional attitudes; they put forward the four demands of equal pay, free contraception, equal education and twenty four hour nurseries; feminist magazines became popular and demonstrations achieved considerable publicity; these served to influence the governments of the period; several pieces of important legislation were passed during the period, such as the Abortion Act, the Divorce Reform Act, the Equal Pay Act and the Sex Discrimination Act;
- candidates may assert that the author is an historian and newspaper columnist; his interpretation would therefore be well researched and have the benefit of hindsight; he was also addressing an audience, many of whom would have lived through and benefited from the events he describes;
- it is possible to arrive at different interpretations regarding the impact the feminist movement had upon society;
- some historians have argued that society as a whole was changing and that equality for women was a natural progression; others might say that this was part of a process that had been on-going since the 1920s;
- there is a more negative interpretation that in many ways attitudes and opinions prevalent over many years did not change; despite the introduction of legislation, society remained relatively male dominated and by the end of the period in question, progress regarding equality had been slow;
- candidates may assert that the author, an historian and newspaper columnist, is specifically writing for a modern audience in a general social and political history of Britain during this period; the extract therefore reflects a somewhat narrow, populist perspective on the issue;
- other interpretations may suggest that the feminist movement did not make such a significant impact on society or to achieving equality for women;
- it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations of the impact of the feminist movement on life in the 1970s.

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

In applying these performance descriptors:

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

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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**

**HISTORY**

**COMPONENT 1: STUDIES IN DEPTH**

**NON-BRITISH STUDIES IN DEPTH**

**1E. The Crusades, c.1095-1149**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour**



### **INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

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

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

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

## QUESTION 1

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

### Source A

We are besieging Antioch and will take it shortly. We are well supplied with grain, wine, oil and all goods beyond belief. However, I ask you to pray to God for us and our dead. Know for a fact that we have taken two hundred cities and fortresses for the Lord. Thirty thousand Turks are undoubtedly dead; of us three thousand rest in peace. All of us have gained an abundance of gold, silver and precious garments.

[From an account written in 1101 by Fulcher of Chartres, a priest who took part in the First Crusade]

Use Source A and your own knowledge to describe the First Crusade. [5]

*[15 x answer lines]*



## QUESTION 2

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

### Source B

We cannot report without great grief and wailing, the city of Edessa has been taken and many castles of the Christians occupied by the infidels. We ask and command that you strive to fight the infidels and defend the church. By the authority of God, we grant forgiveness of sins to anyone who takes such a sacred a journey, accomplishes it, or dies during it.

[Part of the Papal Bull '*Quantum praedecessores*', issued by Pope Eugene III on December 1<sup>st</sup> 1145. It was addressed directly to King Louis VII of France and his subjects]

What was the purpose of Source B?

[8]

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

*[24 x answer lines]*

### QUESTION 3

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

#### Interpretation 1

I journeyed to the Holy Land in 1806 with the same noble ideas, feelings and aims of the great Crusader pilgrims of hundreds of years ago. The morality and justice of the Crusades should not be questioned. Whilst on my journey, I was made a knight of the Holy Sepulchre Church at the site of Christ's tomb and vowed to recover it from the rule of the infidel.

[Francois-Rene de Chateaubriand, a French writer, traveller and historian, writing in his book *Journey from Paris to Jerusalem*, published in 1811]

#### Interpretation 2

History shows that the Saracens, as they were called, were in fact more enlightened than the Christian invaders. Nor is there any evidence for believing they delighted in works of destruction. The treachery and shameful conduct of the Christians, during their wars in the Holy Land, have never been surpassed.

[Edward Daniel Clarke, an English writer, in his *Travels in Various Countries of Europe, Asia and Africa*, published in 1812]

Do the interpretations support the view that the Crusades in this period were a positive event in history? [10]

*[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

*[30 x answer lines]*

#### QUESTION 4

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

##### Source C

The Papacy is distinguished with such great authority, it is greater than all the princes and powers of this world; no one is permitted to judge its judgements and no one may rightly have the power to disobey its orders. Anyone who has not remained in communion with the Papacy is a sinner and an enemy of God.

[Manegold of Lautenbach, a religious writer and supporter of the Papacy, writing in his work on the limits to kingship and the power of the Papacy (c.1085)]

##### Source D

Our Lord, Jesus Christ, has called us to kingship, but has not called you to the priesthood. You have risen by these steps: by cunning, to money; by money to favour; by favour to the sword. By the sword you have come to the throne of peace and from the throne of peace you have destroyed the peace.

[Henry IV, the German Emperor, writing in a letter to Pope Gregory VII, refusing to recognise him as Pope (c.1076)]

Which of the sources is more useful to an historian studying the power of the Papacy during this period? [11]

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

*[33 x answer lines]*

## QUESTION 5

Read the interpretation provided below and answer the question which follows.

*'The Papacy was the most important factor in the birth of the Crusading movement'.*

[Professor Geoffrey Barraclough, a specialist in medieval history, writing in his book *The Medieval Papacy*, published in 1968]

To what extent do you agree with this interpretation? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*

**MARK SCHEME**  
**Component 1: NON-BRITISH STUDY IN DEPTH**  
**1E. The Crusades, c.1095-1149**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

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

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

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

<i>Mark allocation:</i>	AO1(b)	AO2	AO3 (a)	AO4
<b>5</b>	<b>3</b>		<b>2</b>	

Question: e.g. **Use Source A and your own knowledge to describe the First Crusade.** [5]

This is the question and its mark tariff.

**Band descriptors and mark allocations**

In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Source is analysed through description of its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

**Indicative content**

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

- *the source shows several aspects of the First Crusade; it reveals the extent to which the Crusaders were well-supplied and that they used siege tactics to capture Antioch;*
- *it also reveals the numbers killed during the conflict and the wealth that many of the Crusaders had accumulated during the campaign;*
- *the First Crusade started from Bruges, Paris and Toulouse, reaching Constantinople in 1097;*
- *Nicaea was captured after a lengthy siege, after which the Crusaders achieved further success at the Battle of Dorylaeum in 1097; reaching Antioch in 1098 where after a siege they captured the city;*
- *in 1099 they reached Jerusalem, besieged the city and eventually captured it; following the capture the Kingdom of Jerusalem was established; the Crusader states were established as a result.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

## MARK SCHEME

## Component 1: NON-BRITISH STUDY IN DEPTH

## 1E. The Crusades, c.1095-1149

## Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the First Crusade.** [5]

## Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the source shows several aspects of the First Crusade; it reveals the extent to which the Crusaders were well-supplied and that they used siege tactics to capture Antioch;*
- *it also reveals the numbers killed during the conflict and the wealth that many of the Crusaders had accumulated during the campaign;*
- *the First Crusade started from Bruges, Paris and Toulouse, reaching Constantinople in 1097;*
- *Nicaea was captured after a lengthy siege, after which the Crusaders achieved further success at the Battle of Dorylaeum in 1097; reaching Antioch in 1098 where after a siege they captured the city;*
- *in 1099 they reached Jerusalem, besieged the city and eventually captured it; following the capture the Kingdom of Jerusalem was established; the Crusader states were established as a result.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>8</b>	<b>4</b>		<b>4</b>	

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

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- Source B is an extract from a papal bull issued by Pope Eugene III in 1145; the purpose of the instruction is to clearly recruit for a second crusade against the infidels who had captured the city of Edessa in 1144, as well as many of the castles constructed by the Crusaders in Outremer;
- the bull was issued at a time when the Crusader Kingdoms had come under increasing threat from the Turks and was an attempt to regain land in the area; the bull is therefore a response to these events and an attempt to garner support;
- Eugene III is making a direct appeal to King Louis VII of France, a powerful European monarch of the age; it is an appeal to defend the church and is accompanied by a promise that those who undertake the crusade will be forgiven their sins; this was a feature of the Papacy's involvement in the Crusades and its purpose is to focus on the religious aspect that encouraged participation in such an expedition;
- the source is clearly an official record of the Papacy's view toward the threat posed by the Turks to the Crusader Kingdoms; it was the first time a papal bull had been used to call for a Crusade and the fact that it was directed to a monarch shows the seriousness with which the Papacy viewed the situation.



**Question 3**

Mark allocation:	AO1 (b)	AO2	AO3	AO4 (a-d)
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that the Crusades in this period were a positive event in history?**  
**[10]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Interpretation 1 strongly supports the view that the Crusades were a positive event in history; it clearly considers the Crusades in terms of noble ideas and aims; it stresses the morality and justice of the movement;*
- *however, it is evident that the author is greatly taken by the Crusading ideal, describing how he was made a knight of the Holy Sepulchre Church; the interpretation clearly has a romantic view of the Crusades especially being written in the early nineteenth century;*

- *the French author and historian is detailing a journey he made and may be reliving the ideals of the Crusades to express his sentiments to his audience which probably had a close involvement with the Crusading ideal;*
- *Interpretation 2 does not support the view, stating that the actions of the Crusaders were treacherous and shameful; the author expresses the view that the Saracens were more enlightened than the Crusaders and that Crusader propaganda has influenced the commonly held view of the Saracens;*
- *the interpretation appears to be a more objective view than the first interpretation despite being written around the same time; it is more of a travelogue and is not a romantic portrayal of the Crusades; as such it is less inclined to reinforce the viewpoint of its intended audience;*
- *answers should be able to reach a judgement about the degree of support for the view that the Crusades were a positive event in history, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that the Crusades had both positive and negative features.*

**Question 4**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>11</b>	<b>3</b>		<b>8</b>	

Question: **Which of the sources is more useful to an historian studying the power of the Papacy during this period?** **[11]**

**Band descriptors and mark allocations**

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			<b>BAND 4</b>	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	<b>BAND 3</b>	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	<b>BAND 2</b>	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- both sources are of varying usefulness to an historian studying the power of the Papacy during this period;
- Source C is of real use because it clearly shows the power of the papacy; it states that the papacy has more authority than princes and that no one may judge it or disobey its orders;
- the author is clearly biased towards the papacy, shown by his role and by the tone and nature of the wording of the source;
- some candidates may note that it is written during a period of conflict between the papacy and the German emperors and is aimed at justifying the actions of the papacy; the author wrote on religious matters and supported the papacy;

- *Source D is useful to the historian because it provides a contrasting view of the power of the papacy; it accuses the Pope of being corrupt and a disruptive influence; it implies the power of the papacy is not derived from God;*
- *the author is clearly biased against the papacy; expect comments on the authorship and its historical context, since Henry IV was in conflict with the Pope during the Investiture Contest;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the power of the papacy in this period*

**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **‘The papacy was the most important factor in the birth of the Crusading movement’**  
**To what extent do you agree with this interpretation?**  
**[16+3]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a-d) 12 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	<b>10-12</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	<b>7-9</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	<b>4-6</b>
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	<b>1</b>	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *to a certain extent this interpretation is accurate; the papacy was the most important factor in the birth of the Crusading movement;*
- *this interpretation can be supported by reference to many factors: Urban II’s call to arms at the Council of Clermont in 1095 which was an inspirational factor in the birth of the Crusading movement; one of Urban’s aims being to establish the primacy of the papacy as part of the on-going Investiture Contest;*

- he was also responding to the Byzantine emperor's call to help against the rise of the Seljuk Turks; it was hoped the churches of the east and west would be united under the papacy's authority; the papacy tapped into the piety of the age and of the reform movement;
- the offer of Papal Indulgences was also a key factor in encouraging some people to join the Crusade;
- answers may comment on the fact that the author is a professor and a specialist in medieval history; the specialist work would be well researched and he has the benefit of hindsight;
- however, in some ways the stated interpretation is narrow in its focus; it is possible to argue from the perspective of a different interpretation regarding the birth of the Crusading movement; other historians may argue that whilst the papacy was undoubtedly important, there were several other factors that led to the birth of the Crusading movement: the spread of the Muslim empire resulted in an inevitable confrontation with Christianity; the power of the Seljuk Turks was considered a threat and access to the Holy Places had been restricted; there were undoubtedly individual motives at play; many crusaders went for the adventure, to acquire riches or to escape from serfdom in Europe; the prospect of acquiring land was also a motive for some;
- the rise of a militant form of Christianity was another factor in the historical context that explains the birth of the Crusading movement;
- answers may comment on the fact that the author, although a specialist in medieval history, was focusing purely on the role of the papacy and is therefore writing from a particular perspective; it is also aimed, probably, at an academic audience;
- answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of the birth of the Crusading movement.

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

In applying these performance descriptors:

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

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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**

**HISTORY**

**COMPONENT 1: STUDIES IN DEPTH**

**NON-BRITISH STUDIES IN DEPTH**

**1F. The Voyages of Discovery and  
Conquest of the Americas, 1492-1522**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour**



### **INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

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

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

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

## QUESTION 1

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

### Source A

When we reached land, the natives numbered more than one thousand five hundred people. When they saw us they charged with loud cries. Our musketeers and crossbow-men shot from a distance for about a half-hour, but uselessly...Recognizing the captain a native hurled a bamboo spear into the captain's face. The natives all hurled themselves upon him. They rushed upon him with bamboo spears and with their swords until they killed our light, our comfort and our true guide.

[From the journal of Antonio Pigafetta, an explorer who travelled with Ferdinand Magellan. The extract was written in April 1521.]

Use Source A and your own knowledge to describe the journey of Magellan, 1519-1522. [5]

*[15 x answer lines]*



## QUESTION 2

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

### Source B

The Spaniards attacked the musicians first, slashing at their hands and faces until they had killed all of them. The singers and even the spectators were also killed. The slaughter in the Sacred Patio went on for three hours. The Spaniards burst into the rooms of the temple to kill the others. Montezuma protested and on the following day we attacked the Spaniards with all our might and that was the beginning of the war.

[An account of the Massacre in the Great Temple, written by an Aztec priest in 1520. It later appeared in native language accounts of the Spanish conquest of the Aztec Empire.]

What was the purpose of Source B? [8]

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

*[24 x answer lines]*

### QUESTION 3

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

#### Interpretation 1

When the Spaniards were in Tenochtitlan, they questioned Montezuma and demanded gold. When they arrived at the treasure house, the riches of gold were brought out to them. The Spaniards immediately gathered all the gold into a great mound and set fire to everything else, regardless of its value. Then they melted down the gold into blocks. As for the precious green stones, they took only the best of them.

[Miguel Leon-Portilla, an historian, writing in his book called *The Broken Spear*, published in 1959. This book is based on written accounts from Aztec native priests]

#### Interpretation 2

From the beginning, Cortes and Montezuma hid their hostile intentions to each other behind signs of friendship. Cortes' strong religious convictions and his moral commitment to convert the Indians to Christianity were also tied to his ambition to acquire riches and honour.

[Richard Townshend, an historian, writing in a university textbook called *The Aztecs*, published in 1992]

Do the interpretations support the view that the Spanish conquest of the Aztecs was driven by greed? [10]

[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

[30 x answer lines]

**QUESTION 4**

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

**Source C**

I forbade them sacrificing human beings to their idols as they had been used to doing. God had forbidden it; your Majesty had forbidden it in law and commanded to put to death anyone who took the life of another. The Aztecs then stopped sacrifice and during my stay in the city they were never seen to kill or sacrifice a human being.

[Hernan Cortes, leader of the Spanish expedition, writing in a letter to the Spanish King Charles V in 1520]

**Source D**



[A drawing showing human sacrifice from the *Codex Magliabechiano*, drawn by native Aztecs in the mid 1500s]

Which of the sources is more useful to an historian studying the Aztec civilization? [11]

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

[33 x answer lines]

## QUESTION 5

Read the interpretation provided below and answer the question which follows.

*'Columbus enslaved native inhabitants, subduing them with violence to seek riches'.*

[Professor Jack Weatherford, a specialist in the study of human societies, writing on a modern website called *UnderstandingPrejudice.org*.]

To what extent do you agree with this interpretation? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*

**MARK SCHEME**  
**Component 1: NON-BRITISH STUDY IN DEPTH**  
**1F.The Voyages of Discovery and Conquest of the Americas, 1492-1522**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

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

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

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

Mark allocation:	AO1(b)	AO2	AO3 (a)	AO4
<b>5</b>	<b>3</b>		<b>2</b>	

Question: e.g. **Use Source A and your own knowledge to describe the journey of Magellan, 1519-1522. [5]**

This is the question and its mark tariff.

**Band descriptors and mark allocations**

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Source is analysed through description of its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

**Indicative content**

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

- *the source shows the events that led to the death of Ferdinand Magellan in 1521;*
- *it shows the clear hostility of the natives towards the expedition and reveals the weapons used at the time;*
- *the journey started in September 1519 and ended in September 1522; the journey crossed the Atlantic, Pacific and Indian Oceans;*
- *the expedition circumnavigated the globe; five ships originally set out, but only three made it to the Pacific;*
- *the crew were mutinous and there were many difficulties; supplies ran low;*
- *Magellan was killed in 1521 after becoming involved in a dispute between two local chiefs; one ship made it back to Spain;*
- *the journey was an extraordinary maritime achievement.*
- *The source shows the events that led to the death of Ferdinand Magellan in 1521;*
- *it shows the clear hostility of the natives towards the expedition and reveals the weapons used at the time;*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

## MARK SCHEME

## Component 1: NON-BRITISH STUDY IN DEPTH

## 1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522

## Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the journey of Magellan, 1519-1522.** [5]

## Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the source shows the events that led to the death of Ferdinand Magellan in 1521;*
- *it shows the clear hostility of the natives towards the expedition and reveals the weapons used at the time;*
- *the journey started in September 1519 and ended in September 1522; the journey crossed the Atlantic, Pacific and Indian Oceans;*
- *the expedition circumnavigated the globe; five ships originally set out, but only three made it to the Pacific;*
- *the crew were mutinous and there were many difficulties; supplies ran low;*
- *Magellan was killed in 1521 after becoming involved in a dispute between two local chiefs; one ship made it back to Spain;*
- *the journey was an extraordinary maritime achievement.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>8</b>	<b>4</b>		<b>4</b>	

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

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- source B is an extract from a native Aztec account of the Massacre in the Great Temple, which took place in May 1520; the purpose of the account is to record from an Aztec perspective the sequence of events that took place as well as the brutality of the Spanish conquistadores which is reflected in the language used;
- the purpose of the description is to portray the Spanish in a bad light, showing how at a celebration, unarmed musicians, singers and spectators were slaughtered as a precursor to a wider massacre; it reflects the ruthlessness of the Spanish and supports the context of the general pattern of the Spanish conquest of the Aztec Empire;
- the account is a contemporary one that later appeared in native language accounts of the Spanish conquest; its purpose is to record for history and future generations the events that took place, the attitude towards the Spanish and the reasons for the demise of the Aztec Empire;
- it shows that the incident was one of the factors that led to war between the Aztecs and the Spanish;
- being written by an Aztec priest the source is clearly an important record of the events that took place.



**Question 3**

Mark allocation:	AO1 (b)	AO2	AO3	AO4 (a-d)
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that the Spanish conquest of the Aztecs was driven by greed? [10]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Interpretation 1 strongly supports the view that the Spanish conquest of the Aztecs was driven by greed; it clearly describes how the Spanish were only interested in gold and wealth and destroyed everything else;*
- *it shows the rapacious attitude of the Spaniards and their disregard for Aztec culture, plundering only the best precious stones; the interpretation is generally supported by historical evidence;*

- *the book however, despite being authored by a Spanish historian, is based upon contemporary accounts from native Aztec priests; this may influence the extent to which the interpretation is valid; the book is presumably aimed at a general audience; its title possibly suggests a sympathetic attitude towards the Aztecs;*
- *Interpretation 2 also supports the view that the Spanish were driven by greed;*
- *however, it takes a more objective tone, identifying the hostile intentions that existed on both sides; it identifies other factors that drove the Spanish conquest, such as religious conviction, the desire to convert the Aztecs to Christianity and honour;*
- *the interpretation is rather more measured and takes account of the historical context;*
- *answers should be able to reach a judgement about the degree of support for the view that the Spanish conquest of the Aztecs was driven by greed, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that the desire for power and land was a main feature of the conquest of the Aztecs.*

**Question 4**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
11	3		8	

Question: **Which of the sources is more useful to an historian studying the Aztec civilization?** [11]

**Band descriptors and mark allocations**

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			<b>BAND 4</b>	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	<b>BAND 3</b>	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	<b>BAND 2</b>	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- both sources are of varying usefulness to an historian studying the Aztec civilisation;
- Source C is useful because it clearly shows the view of Cortes towards the Aztec civilization;
- he informs the Spanish King in an official letter how they undertook human sacrifice to their idols and that he forbade them from continuing the practice;
- this is a valuable record of one aspect of Aztec civilization; he stresses his own role in stopping sacrifice which may be to portray himself in a favourable light; as a result the source is clearly biased with no mention being made of Spanish violence;
- Source D is of much use in a study of Aztec civilisation as it is a native Aztec depiction of human sacrifice; it is typical of the time and graphically shows an important aspect of Aztec civilization;

- *it clearly shows how people were sacrificed on Aztec temples and had their hearts cut out; the fact it is from the mid-1500s is useful since it shows how the practice continued;*
- *it shows how native Aztecs were chronicling aspects of their society that were under threat from the Spanish;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into Aztec civilisation in this period.*

**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **‘Columbus enslaved native inhabitants, subduing them with violence to seek riches.’**  
**To what extent do you agree with this interpretation?**  
**[16+3]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a-d) 12 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	<b>10-12</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	<b>7-9</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	<b>4-6</b>
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	<b>1</b>	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *to some extent this interpretation is accurate: Columbus has to take some blame for the enslavement and violent subjugation of the native peoples of the islands he explored;*
- *people who support this interpretation would argue that up to 1492, limited exploration had taken place to the west of Europe; technological factors had inhibited the process of exploration; the 1492 voyage undertaken by Columbus thus paved the way for others to follow; it brought the existence of new lands to the attention of Spain and other European powers; this and further voyages undertaken by Columbus served as a stimulus for European colonial expansion;*

- a period of aggressive conquest and colonization was initiated; wealth was plundered; the treatment of the natives on the islands discovered deteriorated; accusations of brutality were made against Columbus and atrocities were reported; these accusations partly contributed to Columbus' downfall;
- consequently, it is possible to form the interpretation that the exploration of Columbus resulted in the enslavement and impoverishment of native peoples;
- answers may comment upon the fact that the author is a professor and a specialist in the study of human societies; the interpretation would be well researched and based on reflection;
- however, in some ways the stated interpretation is narrow in its focus; it is possible to reach a different interpretation regarding the treatment of the native peoples;
- the historical context needs to be considered in terms of the attitudes of the time; Columbus was merely an opportunist driven by ambition and religion; he made attempts to bring Christianity to the native populations; ascribing later events to him is inappropriate; after the initial contact made the ambition and greed of the Spanish government resulted in the weakening of the native populations; Columbus cannot be held responsible for the effects of European disease upon the native peoples;
- answers may comment upon the fact that the author is a specialist in the study of human societies and that the article appears on a website that clearly has an anti prejudice agenda and a particularly subjective perspective on the issue;
- answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of the impact of Columbus on the lives of the native peoples of the islands that he explored.

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

In applying these performance descriptors:

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

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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**

**HISTORY**

**COMPONENT 1: STUDIES IN DEPTH**

**NON-BRITISH STUDIES IN DEPTH**

**1G. Germany in Transition, 1919-1939**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour**



### **INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

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

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

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

**QUESTION 1**

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

**Source A**



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

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

[5]

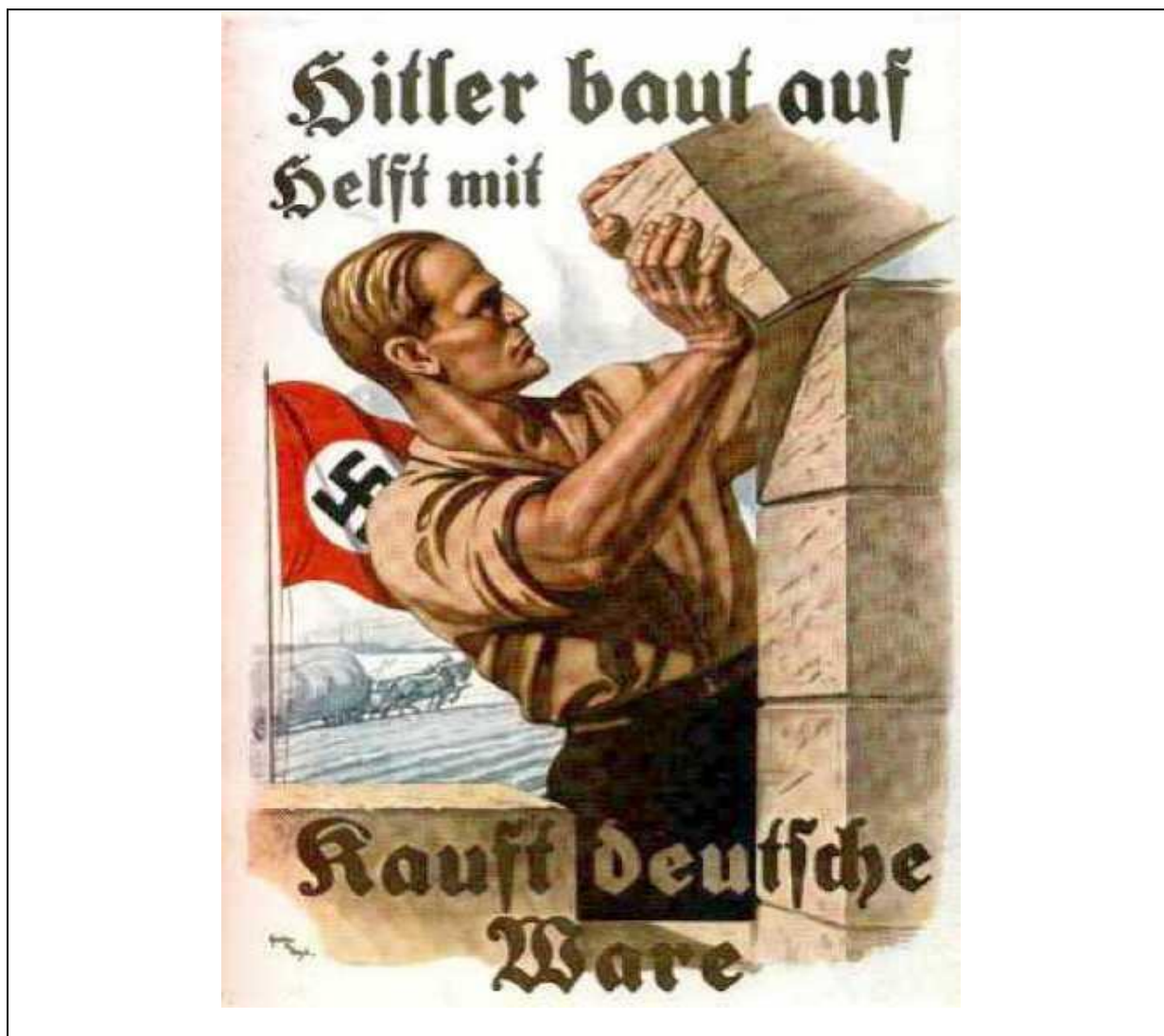
[15 x answer lines]



**QUESTION 2**

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

**Source B**



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

What was the purpose of Source B?

[8]

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

*[24 x answer lines]*

### QUESTION 3

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

#### Interpretation 1

To the end Hitler maintained clear war aims. To him, from 1920 to 1945, the purpose of Nazism was always the same: it was to create an empire, to take the great area of Russia from the Russians. Even after defeat he did not try to deny it. The day before his death his last message said 'the aim must still be to win territory in the East for the German people.'

[The historian Hugh Trevor-Roper, writing in an article for an academic magazine in 1960.  
The article was called *Hitler's War Aims*]

#### Interpretation 2

Hitler wanted to free Germany from the restrictions of the Versailles Peace Treaty; to restore the German army and then to make Germany the greatest power in Europe which she naturally was. Maybe his ambitions were only to take land in the East. Maybe he would have taken Western Europe after that. However, no one can tell.

[The historian Alan Taylor writing in his book *The Origins of the Second World War*, published in 1961]

Do the interpretations support the view that Hitler's main foreign policy aim was to conquer land to the east of Germany? [10]

[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

[30 x answer lines]

#### QUESTION 4

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

##### Source C

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

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

##### Source D

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

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

Which of the sources is more useful to an historian studying the economic recovery of Weimar?

[11]

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

*[33 x answer lines]*

## QUESTION 5

Read the interpretation provided below and answer the question which follows.

*“Visitors to Germany in the 1930s saw a happy, healthy, friendly people united under Hitler.”*

[William L. Shirer, an American journalist who worked in Germany between 1934 and 1940, writing in his book *The Rise and Fall of the Third Reich*, published in 1960.]

To what extent do you agree with this interpretation? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*

**MARK SCHEME**  
**Component 1: NON-BRITISH STUDY IN DEPTH**  
**1G. Germany in Transition, 1919-1939**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

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

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

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

Mark allocation:	AO1(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe the role of the SA.** [5]

This is the question and its mark tariff.

**Band descriptors and mark allocations**

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	2-3	<b>Accurate analysis of the source set within its historical context.</b>	2
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	1	<b>Source is analysed through description of its content only.</b>	1

Use 0 for incorrect or irrelevant answers.

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

**Indicative content**

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

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

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

**MARK SCHEME****Component 1: NON-BRITISH STUDY IN DEPTH****1G. Germany in Transition, 1919-1939****Question 1**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a)</i>	<i>AO4</i>
<b>5</b>	<b>3</b>		<b>2</b>	

Question: **Use Source A and your own knowledge to describe the role of the SA.** **[5]**

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

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

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>8</b>	<b>4</b>		<b>4</b>	

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

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

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



**Question 3**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany?** **[10]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a–d) 6 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	<b>5-6</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	<b>3-4</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	<b>2</b>
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	<b>1</b>	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Interpretation 1 clearly supports the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany;*
- *the historian claims that Nazi war aims were clear and were based on the need to create an empire to the east of Germany; the aim was consistent with the idea of Lebensraum;*

- *the author is an historian writing for an academic magazine; the particular article is focused on the issue and therefore well-researched on Hitler's war aims;*
- *Interpretation 2 is less supportive of the view in the question; the historian suggests that Hitler's aims were less focused and he was essentially an opportunist;*
- *being free from the Versailles Treaty and to restore German power were Hitler's general aims; uncertainty exists as to his true intentions;*
- *this historian is writing in specialist book on the causes of the Second World War, but the publication is targeted at a more general audience;*
- *both clearly show the debate that has developed since World War Two as to the causes of war;*
- *answers should be able to reach a judgement about the degree of support for the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that Hitler wished to destroy the power of the Communist Soviet Union.*

**Question 4**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
11	3		8	

Question: **Which of the sources is more useful to an historian studying the economic recovery of Weimar?** [11]

**Band descriptors and mark allocations**

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			<b>BAND 4</b>	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	<b>BAND 3</b>	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	<b>BAND 2</b>	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- both sources are of varying usefulness to an historian studying the economic recovery of Weimar;
- Source C is useful because it shows how Germany was struggling in 1927; three million were unemployed and the irresponsible government policies would lead to complete collapse;
- however, the usefulness of this source is debatable as Goebbels is clearly biased because of Nazi opposition to Weimar;
- the title of the pamphlet suggests propaganda purposes; candidates may note the date and argue that the Nazis were struggling to make an impact at this time and that the claims may be exaggerated;
- Source D is also of some use saying that the economic position had improved but was really only flourishing on the surface;

- *Germany was reliant upon loans which if called in would lead to collapse;*
- *Stresemann's official capacity as Foreign Minister suggests reliability; in Source D he displays a more profound understanding of the German economy, despite the apparent success of the later Weimar years;*
- *a strength of the source is that he was speaking to the League of Nations and it also shows the illusory nature the recovery of Weimar;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the economic recovery of Weimar.*

**Question 5**

Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **‘Visitors to Germany in the 1930s saw a happy, healthy, friendly people united under Hitler.’**  
**To what extent do you agree with this interpretation?**  
**[16+3]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *to a certain extent this interpretation is accurate;*
- *it can be argued that in many ways the lives of Germans did improve under the Nazis between 1933-1939;*

- *this interpretation can be argued by reference to several factors: the improvement in the economy and the fall in unemployment brought benefits to many; standards of living improved overall; Germany had stable government after years of weakness; the position of the country in the world brought pride to many; workers were offered incentives to serve the state, such as via the KdF movement; many young people became involved in the Hitler Youth and enjoyed the activities and comradeship it offered;*
- *William Shirer's interpretation would have been influenced by witnessing the changes that took place in Germany in the 1930s; it also benefits from hindsight because it was published in 1960 when fresh ideas about the Nazi period began to emerge;*
- *however, in many ways this is a very simplistic and blinkered interpretation which ignores many of the more negative aspects of life in Germany 1933-1939;*
- *the lives of many Germans deteriorated; the position of women worsened under the principle of the 3Ks; membership of the Hitler Youth became compulsory; education was Nazified and free thought stifled; the media and culture was strictly controlled and people were subject to daily propaganda; workers were controlled through the DAF; the lives of Jews deteriorated significantly and the lives of other groups the Nazis were opposed to also worsened;*
- *answers may comment on the fact that the author was an American journalist and not an historian; this could affect his interpretation in several ways; he is also recalling the changes for his book which was published many years later; the title of the book suggests it is a wide-ranging history book and this interpretation is just part of a much wider study;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of whether the lives of Germans did improve under the Nazis between 1933-1939.*

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

In applying these performance descriptors:

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

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

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****COMPONENT 1: STUDIES IN DEPTH****NON-BRITISH STUDIES IN DEPTH****1H. The USA: A Nation of Contrasts,  
1910-1929****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

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

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

**INFORMATION FOR CANDIDATES**

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

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

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

**QUESTION 1**

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

**Source A**



[A photograph of *Carroll Dickerson's Jazz Floor Show*, Chicago, (1924)]

Use Source A and your own knowledge to describe popular entertainment in the 1920s. [5]

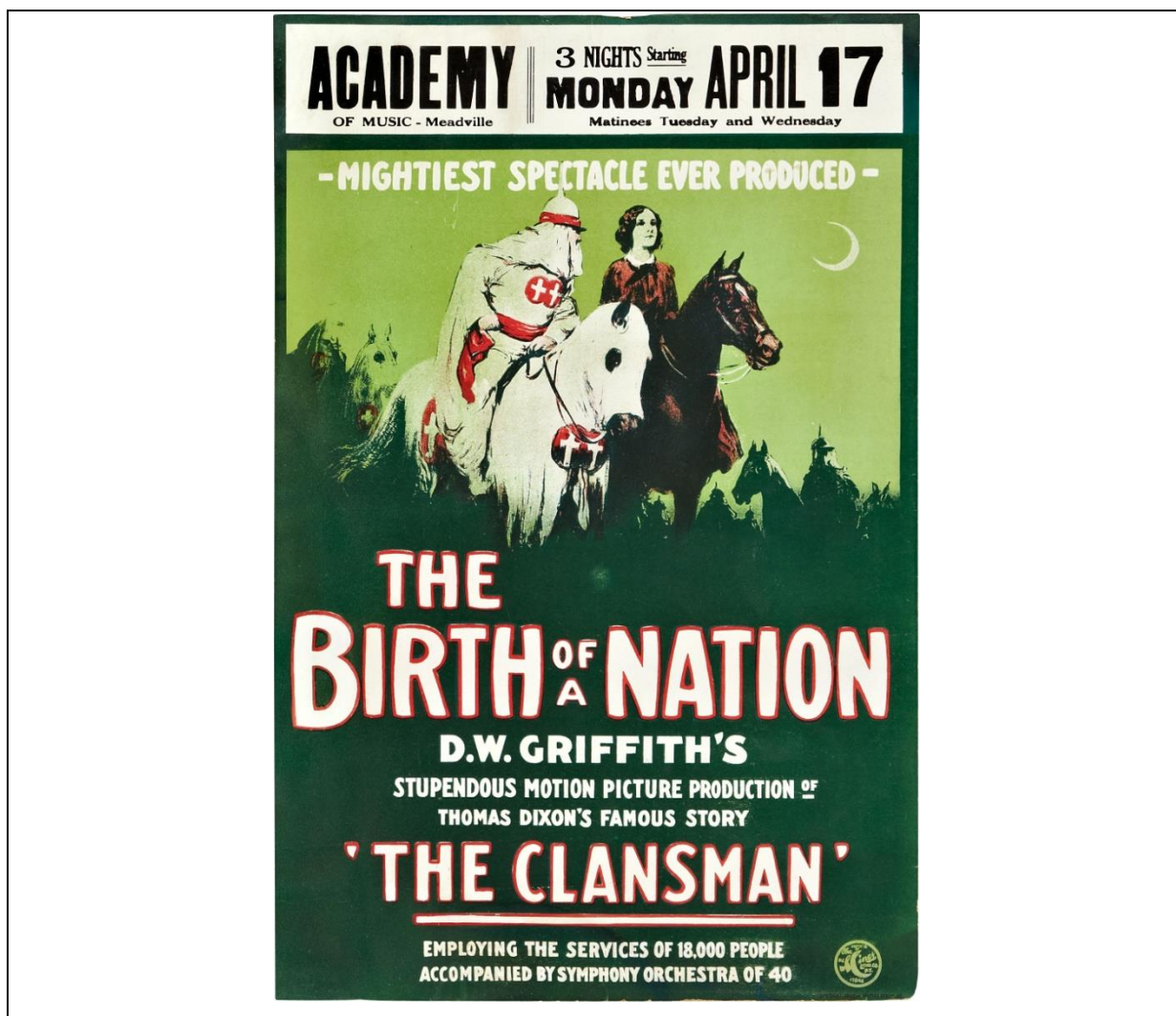
[15 x answer lines]



**QUESTION 2**

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

**Source B**



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

What was the purpose of Source B?

[8]

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

[24 x answer lines]

### QUESTION 3

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

#### Interpretation 1

One of the consequences of the prohibition was the development of gangsterism and crime. Enforcement of prohibition was a difficult task and a growth in illegal drinking places took place. People called moonshiners distilled alcohol illegally. The increase in criminal behaviour caused public opinion to turn against prohibition.

[John Simkin, an historian, writing in an article on prohibition on his academic website, *Spartacus Educational* (2014)]

#### Interpretation 2

Prohibition had made the USA lawless, the police corrupt and gangsters rich. There were however, sound economic arguments for getting rid of it. Legalising alcohol would create jobs, raise tax revenue and free up resources being used to enforce prohibition.

[Ben Walsh, an author of school history textbooks, in his book *GCSE Modern World History*, published in 1996]

Do the interpretations support the view that prohibition was unpopular because of the increase in organised crime? [10]

*[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

*[30 x answer lines]*

**QUESTION 4**

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

**Source C**

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

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

**Source D**

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

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

Which of the sources is more useful to an historian studying the issue of immigration to the USA during the period 1910-1929? [11]

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

[33 x answer lines]

## QUESTION 5

Read the interpretation provided below and answer the question which follows.

*'The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few.'*

[From an article called '*The working class in the Great Depression*', published on a modern website *The International Socialist Review*.]

To what extent do you agree with this interpretation? [16]

*[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]*

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

*[48 x answer lines]*

**MARK SCHEME**  
**Component 1: NON-BRITISH STUDY IN DEPTH**  
**1H. The USA : A Nation of Contrasts, 1910-1929**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

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

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

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

Mark allocation:	AO1(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. Use Source A and your own knowledge to describe popular entertainment in the 1920s. [5]

**Band descriptors and mark allocations**

This is the question and its mark tariff.

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	2-3	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	1	<b>Source is analysed through description of its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

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

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

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

## MARK SCHEME

## Component 1: NON-BRITISH STUDY IN DEPTH

## 1H. The USA: A Nation of Contrasts, 1910-1929

## Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe popular entertainment in the 1920s.** [5]

## Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

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

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

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

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

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



**Question 3**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that prohibition was unpopular because of the increase in organised crime?** [10]

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Interpretation 1 clearly supports the view that prohibition was unpopular because of the increase in organized crime;*
- *it clearly states that prohibition led to gangsterism and an increase in criminality; the difficulty in enforcing prohibition had resulted in illegal alcohol distillation; the increase in crime turned public opinion against prohibition;*

- *the author of the interpretation is an historian writing specifically for his academic website aimed at educational purposes; the article is presumably part of a wider study into the period for which he would have undertaken research;*
- *Interpretation 2 backs up the view in the question and also supports Interpretation 1 in so much as it states the USA had become lawless; this implies that prohibition was unpopular;*
- *however, it is more focused upon the economic arguments against prohibition; jobs would be created, tax revenue would increase and resources would be freed up;*
- *the historian is writing for a general school textbook and the extract is less specialised than Interpretation 1;*
- *both extracts show the differences in interpretation and focus, set within the wider historical debate;*
- *answers should be able to reach a judgement about the degree of support for the view that prohibition was unpopular because of the increase in organized crime, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that prohibition infringed peoples' freedoms.*

**Question 4**

<i>Mark allocation:</i>	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>11</b>	<b>3</b>		<b>8</b>	

Question: **Which of the sources is more useful to an historian studying the issue of immigration to the USA during the period 1910-1929?** [11]

**Band descriptors and mark allocations**

	AO1(b) 3 marks		AO3 (a+b) 8 marks		
			<b>BAND 4</b>	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	<b>BAND 3</b>	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	<b>BAND 2</b>	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- both sources are of varying importance to an historian studying the issue of immigration to the USA during this period;
- Source C clearly reveals the degree of xenophobia prevalent among many at the time; it links immigration with Bolshevism and anarchy, challenging the basis of the American constitution; it accuses immigrants of taking the jobs of Americans and states they are a danger to the country;
- Heflin accurately reflects the view of many Republicans who used their influence to pass government legislation;

- *the usefulness of the source can be evaluated in context as the attitude shown is very much of the period, demonstrated in issues such as the Red Scare, the Palmer Raids and the Sacco and Vanzetti case;*
- *Source D is also useful as it focuses upon the notorious example of the Sacco and Vanzetti case;*
- *it accuses the authorities of creating a panic, a 'Red hysteria'; it shows how the process of law had been perverted by the prevailing climate;*
- *both sources however, are biased and reflect different attitudes;*
- *Source D, although written by an expert in law, is also from a particular perspective; Frankfurter supported civil liberties and was strongly critical of the attitudes of people such as Heflin; he is writing an article to show the perceived injustice of the Sacco and Vanzetti case;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the issue of immigration to the USA during this period.*

## Question 5

Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
19	4			12	3

Question: **‘The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few’  
To what extent do you agree with this interpretation?  
[16+3]**

## Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *to an extent this interpretation is accurate; the Wall Street Crash was caused by a period of boom and speculation;*
- *the forming of this interpretation can be supported by reference to many factors: the overproduction of the decade played a major role in fuelling the boom; there had been too much speculation on the stock market; there was a belief that the boom would continue and this stimulated further speculation;*

- answers may refer to the article clearly being on a modern website and as such the interpretation has been formed with the benefit of hindsight; memories of the Great Depression continue to shape interpretations of the event and its causes;
- however, the interpretation fails to take account of a wider range of long and short-term factors; it is probably better to reach an interpretation that the Crash was the combination of a range of factors; the optimism of investors had been shaken in the preceding months and the markets were unstable; 'Black Thursday' commenced a sequence of events that would continue into the following week; despite a brief recovery the newspaper coverage over the weekend increased panic; on 'Black Tuesday' panic selling reached its height and sixteen million shares were traded, with some having no buyers; the event clearly precipitated the Wall Street Crash; even in 1926 there had been signs the economy was overheating; land prices in Florida had collapsed; the consumer market was saturated; farmers had overproduced food and prices fell; consumer debt was high, fuelled by easy credit; there were too many small banks with insufficient reserves; overseas trade was declining during the period;
- the interpretation is therefore limited in scope; answers may refer to the article clearly being focused upon the working class and as such the interpretation has been formed from a particular perspective; the website has a particular audience and a left wing socialist bias; the interpretation is subjective;
- answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of whether the period of boom and speculation caused the Wall Street Crash.

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

In applying these performance descriptors:

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

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

**ASSESSMENT GRID FOR COMPONENT 1 British Studies in Depth**

Candidates answer all questions.

**British Study in Depth**

Question	AO1	AO2	AO3	AO4	SPaG
1	-	-	AO3a 4 marks	-	
2	AO1b 2 marks		AO3a+b 6 marks	-	
3	AO1a+b 4 marks	AO2 8 marks	-		
4	AO1a+b 2 marks	AO2 8 marks	-		
5	AO1b 4 marks	-		AO4a-d 12 marks	3
<b>Total</b>	<b>12 marks</b>	<b>16 marks</b>	<b>10 marks</b>	<b>12 marks</b>	<b>3</b>

**Non-British Study in Depth**

Question	AO1	AO2	AO3	AO4	SPaG
1	AO1b 3 marks	-	AO3a 2 marks	-	
2	AO1b 4 marks	-	AO3a+b 4 marks	-	
3	AO1b 4 marks	-		AO4a-d 6 marks	
4	AO1b 3 marks	-	AO3a+b 8 marks		
5	AO1b 4 marks		-	AO4a-d 12 marks	3
<b>Total</b>	<b>18 marks</b>		<b>14 marks</b>	<b>18 marks</b>	<b>3</b>





Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****COMPONENT 2: STUDIES IN BREADTH****Period Study****2A. The Development of the USA,  
1929-2000****SAMPLE ASSESSMENT MATERIALS****45 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.

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

### QUESTION 1

Describe President Kennedy's domestic policies. [5]

*[15 x answer lines]*

### QUESTION 2

How far did President Roosevelt's policies change the economic situation in the USA between 1933 and 1939? [6]

*[18 x answer lines]*

### QUESTION 3

The lives of many young Americans in the 1950s and 1960s were influenced by developments such as:

- Films and the media
- New musical styles
- Literature

Arrange the developments in order of their significance in influencing the lives of young Americans. Explain your choices. [9]

First choice -

*[9 x answer lines]*

Second choice -

*[9 x answer lines]*

Third choice -

*[9 x answer lines]*

**QUESTION 4**

Explain why relations between the USA and the USSR changed after 1973. [8]

*[24 x answer lines]*

**QUESTION 5**

How important was the Montgomery Bus Boycott in the struggle for Civil Rights in the USA between 1941 and 1970? [12]

*[In your answer you should discuss the importance of the Montgomery Bus Boycott alongside other factors in order to reach a judgement.]*

*[36 x answer lines]*



## MARK SCHEME

### Component 2: PERIOD STUDY 2A. The Development of the USA, 1929-2000

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

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

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

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

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe President Kennedy's domestic policies.** [5]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates weak, generalised knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

##### Indicative content

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

Some of the issues to consider are:

- *Kennedy's New Frontier programme and his sweeping aims to eradicate poverty, inequality and deprivation;*
- *his policies economically, with tax cuts, public works schemes and grants;*
- *his policies socially, to increase the minimum wage, to provide medical health insurance, the passing of the Social Security Act 1962 and more investment in education and training;*
- *his policies politically with the Civil Rights Bill of 1963 and efforts to improve the rights of women.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

**MARK SCHEME****Component 2: PERIOD STUDY****2A.The Development of the USA, 1929-2000****Question 1**

<i>Mark allocation:</i>	<i>A01 (a)</i>	<i>A02</i>	<i>A03</i>	<i>A04</i>
<b>5</b>	<b>5</b>			

Question: **Describe President Kennedy`s domestic policies. [5]**

**Band descriptors and mark allocations**

	<b>AO1(a) 5 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

- *Kennedy`s New Frontier programme and his sweeping aims to eradicate poverty, inequality and deprivation;*
- *his policies economically, with tax cuts, public works schemes and grants;*
- *his policies socially, to increase the minimum wage, to provide medical health insurance, the passing of the Social Security Act 1962 and more investment in education and training;*
- *his policies politically with the Civil Rights Bill of 1963 and efforts to improve the rights of women.*

**Question 2**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>6</b>	<b>2</b>	<b>4</b>		

Question: **How far did President Roosevelt's policies change the economic situation in the USA between 1933 and 1939?**  
**[6]**

**Band descriptors and mark allocations**

	AO1(a+b) 2 marks		AO2 4 marks		
			<b>BAND 3</b>	<b>Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Begins to analyse the extent of change while arriving at a partial judgement.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Provides limited analysis of the extent of change.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the extent to which the economic situation of the USA was changed by Roosevelt's policies between 1933 and 1939;*
- *there should be reference to the '3 Rs' as the basis of his New Deal programme;*
- *moves to solve the banking crisis, 'prime the pump' and halt the cycle of depression;*
- *the establishment of the 'Alphabet Agencies' with examples to promote economic recovery;*
- *public works schemes; loans and subsidies to boost the agricultural industry; regeneration as exemplified by the TVA;*
- *the evaluation of the extent of change can be balanced by reference to the short-term nature of aspects of the New Deal; the extent of the drop in unemployment, the lack of success in tackling the underlying economic problems and failure to solve the depression entirely.*



**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>9</b>	<b>3</b>	<b>6</b>		

Question: **The lives of many young Americans in the 1950s and 1960s were influenced by developments such as:**

- **Films and the media**
- **New musical styles**
- **Literature**

**Arrange the developments in order of their significance in influencing the lives of young Americans. Explain your choices.**

**[9]****Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 6 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the features mentioned.	<b>3</b>	Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.	<b>5-6</b>
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the features mentioned.	<b>2</b>	Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the features mentioned.	<b>1</b>	Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates. Some of the issues to consider are:

- *films and the media were significant in influencing the lives of young Americans for a number of reasons: the influence of screen idols and anti-heroes e.g. James Dean in Rebel without a cause; the popularity of drive-ins and the introduction of multiplex theatres; ground-breaking films highlighting social and cultural issues e.g. Inherit the Wind and To Kill a Mockingbird.*

- *new musical styles were significant in influencing the lives of young Americans for a number of reasons: the impact and influence of rock and roll; the development of sub-cultures and how they defined themselves with music; generational rebellion associated with music; the `drop out and turn on` culture of the hippy movement; music as a vehicle for anti-war and Civil Rights protest; the impact of black music e.g. Tamla Motown in the 1960s.*
- *literature was significant in influencing the lives of young Americans for a number of reasons: the influence of writers like Salinger and Kerouac leading many young people to question the values of the time; poetry and writings associated with `drop-outs`, beakniks and hippies; music lyrics could be also credited here.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>8</b>	<b>3</b>	<b>5</b>		

Question: **Explain why relations between the USA and the USSR changed after 1973.** [8]

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4-5
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the pursuit of détente in the 1970s;*
- *the need to limit arms and reduce ever increasing defence spending;*
- *the experience of Vietnam and Nixon's policy of 'linkage';*
- *the Brezhnev Doctrine and the need for dialogue;*
- *successes in arms limitation including the SALT agreements;*
- *the impact of Nixon's visit to Moscow in 1974 and the resultant Helsinki Agreements;*
- *the Soviet invasion of Afghanistan and the end of the period of détente;*
- *Reagan and the 'Second Cold War';*
- *improved relations between Reagan and Gorbachev leading to agreements to limit arms;*
- *the collapse of Communism in Europe and its consequences.*

**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **How important was the Montgomery Bus Boycott in the struggle for Civil Rights in the USA between 1941 and 1970?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- the Montgomery Bus boycott was important in the struggle for Civil Rights in the USA in a number of ways;
- the boycott brought Martin Luther King to the fore; it demonstrated how passive resistance secured a victory;
- the event gained massive media attention raising the issue of civil rights across America and wider; people began to realise how much could be achieved when black Americans united and organised themselves;
- the Montgomery Bus boycott gave the CRM a clear moral framework, vindicating the precedent set by the Brown vs Topeka case; from a legal perspective,
- the Montgomery Bus boycott led to the Federal Government's acceptance that segregation was unconstitutional; how the event gave the CRM impetus leading to the formation of the SCLC, SNCC and CORE;

- *in order to fully analyse and explain the importance of the Montgomery Bus boycott, answers should also consider the importance of a range of other factors which featured in the struggle for Civil Rights in the USA between 1941 and 1970;*
- *answers could explain the importance of a range of factors such as: the willingness of national politicians to embrace change; the support of public opinion across the USA and wider; the radical demands of the Black Power movement; social and political unrest in the major US cities.*



Candidate Name	Centre Number					Candidate Number				
						0				



GCSE

HISTORY

COMPONENT 2: STUDIES IN BREADTH

Period Study

**2B. The Development of Germany,  
1919-1991**

SAMPLE ASSESSMENT MATERIALS

45 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.

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

### QUESTION 1

Describe the Berlin Blockade and Airlift of 1948-49. [5]

*[15 x answer lines]*

### QUESTION 2

How far did the lives of Jews change in Germany between 1933 and 1939? [6]

*[18 x answer lines]*

### QUESTION 3

Germany was greatly weakened by the terms of the Treaty of Versailles after the First World War. Three of the terms were:

- The loss of German land
- The reduction of Germany's military strength
- The payment of reparations

Arrange the terms of the treaty in order of their significance in weakening Germany after the First World War. Explain your choices. [9]

First choice -

*[9 x answer lines]*

Second choice -

*[9 x answer lines]*

Third choice -

*[9 x answer lines]*



**QUESTION 4**

Explain why life was so different for East and West Germans after 1949. [8]

*[24 x answer lines]*

**QUESTION 5**

How important was the Reichstag Fire of 1933 in Hitler`s consolidation of power between 1933 and 1934? [12]

*[In your answer you should discuss the importance of the Reichstag Fire alongside other factors in order to reach a judgement.]*

*[36 x answer lines]*



## MARK SCHEME

### Component 2: PERIOD STUDY 2B. The Development of Germany, 1919-1991

#### Instructions for examiners of GCSE History when applying the mark scheme

#### Positive marking

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

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

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

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the Berlin Blockade and Airlift of 1948-49.**

[5]

This is the question and its mark tariff.

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates weak, generalised knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

#### Indicative content

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

- *Kennedy's New Frontier programme and his sweeping aims to eradicate poverty, inequality and deprivation;*
- *his policies economically, with tax cuts, public works schemes and grants;*
- *his policies socially, to increase the minimum wage, to provide medical health insurance, the passing of the Social Security Act 1962 and more investment in education and training;*
- *his policies politically with the Civil Rights Bill of 1963 and efforts to improve the rights of women.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

**MARK SCHEME****Component 2: PERIOD STUDY****2B.The Development of Germany, 1919-1991****Question 1**

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>5</b>	<b>5</b>			

Question: **Describe the Berlin Blockade and Airlift of 1948-49. [5]**

**Band descriptors and mark allocations**

	<b>AO1(a) 5 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

- *the Berlin Blockade in June 1948 was Stalin`s order to cut off all links between East and West Berlin in an attempt to force the allies out;*
- *the Blockade was his response to Britain, France and America uniting their zones into a new country, West Germany and introducing a new currency;*
- *the western allies saw this as an attempt to starve Berlin into surrender, so they decided to supply West Berlin by air; `Operation Vittles` and the airlifting of supplies lasted 318 days with 275,000 planes transporting 1.5 million tons of supplies;*
- *Stalin lifted the Blockade in May 1949.*

**Question 2**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>6</b>	<b>2</b>	<b>4</b>		

Question: **How far did the lives of Jews change in Germany between 1933 and 1939?** **[6]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks			AO2 4 marks		
			<b>BAND 3</b>	<b>Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Begins to analyse the extent of change while arriving at a partial judgement.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Provides limited analysis of the extent of change.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the extent to which the lives of Jews changed in Germany between 1933 and 1939;*
- *reference to early measures against Jews such as boycotts, painting Jude on windows and the exclusion of Jews from government posts;*
- *the turning point of the Nuremberg Laws which denied Jews citizenship and the right be protected by the police;*
- *the removal of Jewish professionals from their positions;*
- *the increase in pressure on Jews as shown by the introduction of registration and identity cards;*
- *increasing violence including `Kristallnacht` as a precursor to the Holocaust;*
- *the evaluation of the extent of change can be balanced by reference to the gradual deterioration in the lives of Jews across the period.*

**Question 3**

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>9</b>	<b>3</b>	<b>6</b>		

Question: **Germany was greatly weakened by the terms of the Treaty of Versailles after the First World War. Three of the terms were:**

- **The loss of German land**
- **The reduction of Germany`s military strength**
- **The payment of reparations**

**Arrange the terms of the treaty in order of their significance in weakening Germany after the First World War. Explain your choices. [9]**

**Band descriptors and mark allocations**

	<b>AO1(a+b) 3 marks</b>		<b>AO2 6 marks</b>	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the features mentioned.	<b>3</b>	Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.	<b>5-6</b>
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the features mentioned.	<b>2</b>	Begins to explain the significance of the factors. There will be some justification of the relative significance of the factors.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the features mentioned.	<b>1</b>	Limited explanation of the significance of the factors. There will be little attempt to justify the relative significance of the factors.	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates.

Some of the issues to consider are:

- *the loss of German land was significant in weakening Germany after the First World War for a number of reasons: the country was undermined by the loss of 10% of land and 12% of population e.g. Alsace-Lorraine to France, North Schleswig to Denmark; West Prussia and Upper Silesia to Poland and the creation of the Polish Corridor; economically Germany was damaged by the loss of the Saar coalfields; the pride of the country was hurt by the dismembering of the German empire and the loss of colonies.*

- *the reduction of Germany's military strength was significant in weakening Germany after the First World War for a number of reasons: the country was weakened by the de-militarisation of the Rhineland and the creation of a buffer zone; reduction of the army was also important in reducing Germany's power as a nation as were restrictions in the airforce and navy; another factor which reduced Germany's strength was the banning of conscription.*
- *the payment of reparations was significant in weakening Germany after the First World War for a number of reasons: the `war-guilt clause` that deemed Germany responsible for all losses and damage and so liable for compensation hurt Germany financially; the fixing of reparations at £6.6 million seriously weakened Germany's economy; answers may refer to missed reparation payments leading to the invasion of the Ruhr with the resultant hyperinflation.*



**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>8</b>	<b>3</b>	<b>5</b>		

Question: **Explain why life was so different for East and West Germans after 1949.** **[8]**

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4-5
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the differences in the lives of East and West Germans after 1949 are based firmly on the post-war division of Germany;*
- *the West German area benefitted from US support in the form of Marshall Aid for the West; West Berlin became the 'shop window of the West';*
- *Adenauer's economic miracle transformed West Germany into a prosperous industrial state;*
- *West Germany developed a welfare state, with consumerism and improved living standards;*
- *answers will explain the differences in the lives of people in East Germany with reference to the disassembly of industry by the Soviet demands for reparations and the draining of wealth to help re-build the Soviet Union;*
- *the nationalisation of industry and Soviet-style centralised control;*
- *poorer living and working conditions compared to the West;*
- *the use of repression and the activities of the Stasi which created a culture of fear in East Germany.*

**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **How important was the Reichstag Fire of 1933 in Hitler's consolidation of power between 1933 and 1934? [12]**

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the Reichstag Fire was important in Hitler's consolidation of power in a number of ways;*
- *it influenced the result of the election of March 1933; though the origins of the fire are unclear, the Nazis clearly exploited the event to convince Hindenburg that the communists were planning an uprising and to secure his approval for the passing of an emergency decree; this led directly to the suspension of civil liberties and the dissolution of political parties;*
- *the later passing of the Enabling Act give Hitler full power to rule for four years; the fear created by the Reichstag Fire was thus indirectly responsible for the Nazis gaining control of the army and the legal system and in creating a police state;*

- *in order to fully analyse and explain the importance of the Reichstag Fire in Hitler's consolidation of power there should be an attempt to consider the Reichstag Fire alongside other factors and their relative importance in the Nazi consolidation of power;*
- *answers could explain the importance of a range of factors such as: the use of Nazi propaganda; the use of terror and intimidation; genuine support for Hitler's policies; the reluctance of other European powers to enforce the terms of the Treaty of Versailles.*



Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****COMPONENT 2: STUDIES IN BREADTH****Period Study****2C. The Development of the USSR,  
1924-1991****SAMPLE ASSESSMENT MATERIALS****45 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.

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

### QUESTION 1

Describe the status of women during the rule of Stalin. [5]

*[15 x answer lines]*

### QUESTION 2

How far did Gorbachev's policies change the USSR in the 1980s? [6]

*[18 x answer lines]*

### QUESTION 3

Stalin used a number of methods to maintain power in the USSR. The methods of control included:

- The use of propaganda and censorship
- The creation of the Cult of Stalin
- The use of terror

Arrange the methods of control in order of their significance in Stalin's maintenance of power in the USSR. Explain your choices.

First choice -

*[9 x answer lines]*

Second choice -

*[9 x answer lines]*

Third choice -

*[9 x answer lines]*

[9]

**QUESTION 4**

Explain why Khrushchev introduced the policy of de-Stalinisation after 1956. [8]

*[24 x answer lines]*

**QUESTION 5**

How important was the Cuban Missile Crisis of 1962 in the relationship between the USSR and the USA between 1945 and 1991? [12]

*[In your answer you should discuss the importance of the Cuban Missile Crisis alongside other factors in order to reach a judgement.]*

*[36 x answer lines]*





## MARK SCHEME

### Component 2: PERIOD STUDY 2C. The Development of the USSR, 1924-1991

#### Instructions for examiners of GCSE History when applying the mark scheme

#### Positive marking

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

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

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

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the status of women during the rule of Stalin.**

[5]

This is the question and its mark tariff.

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates weak, generalised knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

#### Indicative content

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

- *the status of women during the rule of Stalin was affected by Stalin's reversal of the changes of the 1920s with a greater emphasis on the family as a unit;*
- *there was some social progress in reducing the divorce rate and restoring the vestiges of marriage;*
- *there were economic benefits as a result of tax exemptions for large families together with other benefits; increased employment opportunities were provided ;*
- *there may be reference to the lack of political progress of women under Stalin's regime.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

**MARK SCHEME****Component 2: PERIOD STUDY****2C.The Development of the USSR, 1924-1991****Question 1**

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>5</b>	<b>5</b>			

Question: **Describe the status of women during the rule of Stalin.**  
[5]

**Band descriptors and mark allocations**

<b>AO1(a) 5 marks</b>		
<b>BAND 3</b>	<b>Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

- *the status of women during the rule of Stalin was affected by Stalin's reversal of the changes of the 1920s with a greater emphasis on the family as a unit;*
- *there was some social progress in reducing the divorce rate and restoring the vestiges of marriage;*
- *there were economic benefits as a result of tax exemptions for large families together with other benefits; increased employment opportunities were provided ;*
- *there may be reference to the lack of political progress of women under Stalin's regime.*

**Question 2**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
6	2	4		

Question: **How far did Gorbachev`s policies change the USSR in the 1980s?**

**[6]****Band descriptors and mark allocations**

	AO1(a+b) 2 marks		AO2 4 marks		
			<b>BAND 3</b>	<b>Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Begins to analyse the extent of change while arriving at a partial judgement.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Provides limited analysis of the extent of change.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the extent to which Gorbachev`s policies changed the USSR; there should be reference to Gorbachev`s primary aim which was to revive the Soviet economy after stagnation under Brezhnev;*
- *there was also the need to balance the budget by cutting defence spending;*
- *another area which saw change was that of perestroika and the need for restructuring;*
- *important changes were also encouraged by glasnost, liberalisation and the restoration of freedoms; major changes were seen by the need to link domestic reform and détente and to closer ties with the west;*
- *the policies led to democratisation and the introduction of free, contested elections for local government;*
- *the evaluation of the extent of change can be balanced by reference to how much of the policy was too little, too late and that attempts to democratise led to demands for self-government and independence in the states and to the ultimate breakup of the Soviet Union.*

**Question 3**

<i>Mark allocation:</i>	AO1 (a+b)	AO2	AO3	AO4
<b>9</b>	<b>3</b>	<b>6</b>		

Question: **Stalin used a number of methods to maintain power in the USSR. The methods of control included:**

- **The use of propoganda and censorship**
- **The creation of the Cult of Stalin**
- **The use of terror**

**Arrange the methods of control in order of their significance in Stalin`s maintenance of power in the USSR. Explain your choices.**

**[9]****Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 6 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the features mentioned.	<b>3</b>	Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.	<b>5-6</b>
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the features mentioned.	<b>2</b>	Begins to explain the significance of the factors. There will be some justification of the relative significance of the factors.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the features mentioned.	<b>1</b>	Limited explanation of the significance of the factors. There will be little attempt to justify the relative significance of the factors.	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates.

Some of the issues to consider are:

- *the use of propoganda and censorship were significant in maintaining Stalin's power in the USSR for a number of reasons: the power of Social Realism and censorship of the arts; the doctoring of photographs and the creation of new histories; the impression created by parades and shows of strength; the use of both in control of education;*

- *the creation of the Cult of Stalin was significant in maintaining Stalin's power in the USSR for a number of reasons: the glorification of Stalin through paintings and statues and literature; use of suggestive titles such as 'Uncle Joe' - the caring, homely man of the people, 'Man of Steel' - the champion of industry, 'Granite Bolshevik' - to show his toughness; the worship of Stalin at the expense of organised religion;*
- *the use of terror was significant in maintaining Stalin's power in the USSR for a number of reasons: this will include slave labour in the gulags, purges, show trials and murders; increased powers and actions of the NKVD; the Great Terror and the elimination of 'Old Bolsheviks'; the increased persecution of religious groups.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>8</b>	<b>3</b>	<b>5</b>		

Question: **Explain why Khrushchev introduced the policy of de-Stalinisation after 1956.** **[8]**

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>3</b>	Fully explains the issue with clear focus set within the appropriate historical context.	<b>4-5</b>
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>2</b>	Partially explains the issue within the appropriate historical context.	<b>2-3</b>
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	<b>1</b>	Limited explanation of the issue.	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the policy of de-Stalinisation was introduced by Khrushchev for a number of reasons:*
- *his realisation of the need to distance himself from the Stalinist era;*
- *the need for drastic industrial and agricultural reform for the survival of the Soviet Union;*
- *his denouncing of the tyrannical policies of Stalin;*
- *the ending of forced labour camps and the dismantling of the terror apparatus;*
- *the desire to replace Stalin's personal rule with collective rule;*
- *the move towards modernisation of industry, increased production of consumer goods and the improvement of living standards;*
- *his pursuit of peaceful co-existence in foreign affairs.*

**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **How important was the Cuban Missile Crisis of 1962 in the relationship between the USSR and the USA between 1945 and 1991?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the Cuban Missile Crisis was important in the relationship between the USSR and the USA in a number of ways;*
- *the compromise deal which emerged between Kennedy and Khrushchev paved the way for a period of improved Cold War relations; it highlighted brinkmanship and the realisation that the world had come close to a nuclear war;*
- *the removal of US nuclear missiles from Turkey;*
- *it led to the setting up of a 'hot line' between the White House and the Kremlin;*
- *it also led less directly to the Nuclear Test Ban Treaty, the Non-Proliferation Treaty and later attempts to reduce nuclear weaponry;*
- *in order to fully analyse and explain the importance of the Cuban Missile Crisis there should be an attempt to consider the importance of other factors which featured in the changing relationship between the USSR and the USA; these may include the USSR became determined to match the nuclear capacity of the USA; the conflict over Berlin; the widening of the split between the USSR and China; the Soviet invasion of Afghanistan.*



Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****COMPONENT 2: STUDIES IN BREADTH****Period Study****2D. The Development of the UK,  
1919-1990****SAMPLE ASSESSMENT MATERIALS****45 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.

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

### QUESTION 1

Describe the privatisation of industry under Margaret Thatcher. [5]

*[15 x answer lines]*

### QUESTION 2

How far did the establishment of the National Health Service change the lives of people in Britain after 1948? [6]

*[18 x answer lines]*

### QUESTION 3

The lives of people on the Home Front during the Second World War were affected by factors such as:

- Bombing during the Blitz
- Rationing
- The evacuation of children

Arrange the factors in order of their significance in affecting the lives of people during the war. Explain your choices.

First choice -

*[9 x answer lines]*

Second choice -

*[9 x answer lines]*

Third choice -

*[9 x answer lines]*

[9]

**QUESTION 4**

Explain why the General Strike broke out in 1926.

[8]

*[24 x answer lines]*

**QUESTION 5**

How important was popular music in influencing the lives of young people in Britain in the 1960s?

[12]

*[In your answer you should discuss the importance of popular music alongside other factors in order to reach a judgement.]*

*[36 x answer lines]*



## MARK SCHEME

### Component 2: PERIOD STUDY 2D.The Development of the UK, 1919-1990

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

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

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

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

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the privatisation of industry under Margaret Thatcher.**

[5]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates weak, generalised knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

##### Indicative content

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

- *the general debate about free market forces vs. state ownership of industry;*
- *the background to Thatcher's view that nationalised industries were propped up by subsidies, were unprofitable and a waste of tax-payers money;*
- *there will be a reference to the privatised industries 1979-1990 with examples such as electricity, gas, steel and water;*
- *there may also be reference to the sale of state utilities and the expansion of regulation to compensate for loss of government control;*
- *note that this is not a question on the merits and de-merits of privatisation.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

**MARK SCHEME****Component 2: PERIOD STUDY****2D.The Development of the UK, 1919-1990****Question 1**

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>5</b>	<b>5</b>			

Question: **Describe the privatisation of industry under Margaret Thatcher.** **[5]**

**Band descriptors and mark allocations**

	<b>AO1(a) 5 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge of the issue set.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

- *the general debate about free market forces vs. state ownership of industry;*
- *the background to Thatcher's view that nationalised industries were propped up by subsidies, were unprofitable and a waste of tax-payers money;*
- *there will be a reference to the privatised industries 1979-1990 with examples such as electricity, gas, steel and water;*
- *there may also be reference to the sale of state utilities and the expansion of regulation to compensate for loss of government control;*
- *note that this is not a question on the merits and de-merits of privatisation.*

**Question 2**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>6</b>	<b>2</b>	<b>4</b>		

Question: **How far did the establishment of the National Health Service change the lives of people in Britain after 1948?**  
**[6]**

**Band descriptors and mark allocations**

	AO1(a+b) 2 marks		AO2 4 marks		
			<b>BAND 3</b>	Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to analyse the extent of change while arriving at a partial judgement.	2
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	Provides limited analysis of the extent of change.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the extent to which the establishment of the National Health Service changed the lives of people in Britain after 1948;*
- *there should be reference to the implementation of Beveridge's 'cradle to the grave' recommendations and the creation of a Welfare State;*
- *the establishment of the NHS and the role of Aneurin Bevan will be referred to;*
- *extent will be determined by changes to the establishment of a national system of health care to overcome regional inequalities;*
- *changes in the services offered by doctors, dentists, opticians and pharmacists;*
- *the work of hospitals, nurses and the administration of hospitals;*
- *the evaluation of the extent of change can be balanced by reference to aspects which did not change as dramatically such as the continuation of certain diseases; the continuation of private health care; regional variations continued especially in post-industrial areas.*



**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	3	6		

Question: **The lives of people on the Home Front during the Second World War were affected by factors such as:**

- **Bombing during the Blitz**
- **Rationing**
- **The evacuation of children**

**Arrange the factors in order of their significance in affecting the lives of people during the war. Explain your choices.** [9]

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 6 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the features mentioned.	3	Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates.

Some of the issues to consider are:

- *bombing during the Blitz was significant in affecting the lives of people during the war for a number of reasons: the realisation of the concept of total war; the targeting of civilians in towns and cities with examples; the need for air raid precautions, shelters and the blackout; the extent of casualties and homelessness; disruption to key installations and infra-structure; the development of the 'Blitz-spirit.'*

- *rationing was significant in affecting the lives of people during the war for a number of reasons: the extent of food shortages; the establishment and work of the Ministry for Food; the use of ration books and coupons; the amount of rationed and non-rationed goods; popular campaigns such as digging for victory and make do and mend; the development of a Black Market.*
- *the evacuation of children was significant in affecting the lives of people during the war for a number of reasons: initial evacuation during the `phoney war`; Operation Pied Piper and the logistics of moving people to evacuable areas; the varied experiences of children, biological and host families; the extent of returning home; the social and psychological impact of evacuation.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>8</b>	<b>3</b>	<b>5</b>		

Question: **Explain why the General Strike broke out in 1926. [8]**

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4-5
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the longer term factors such as the post-war problems in the coal industry, economic depression,*
- *trade union militancy and the fear of communism;*
- *the role of individuals such as A.J. Cook;*
- *attempts by mine owners to reduce wages and increase working hours;*
- *the short-term issue of the Samuel Commission, its recommendations and the reaction of the mine owners;*
- *the eventual breakdown of negotiations between the government and the TUC by May 1926.*

**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>12</b>	<b>4</b>	<b>8</b>		

Question: **How important was popular music in influencing the lives of young people in Britain in the 1960s?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *popular music was important in influencing the lives of young people in Britain in the 1960s in a number of ways;*
- *popular music was very influential in large urban areas e.g. the Mersey Scene in Liverpool, the Hollies from Manchester and the Rolling Stones from London;*
- *the nature of the music and the appeal of the performers influenced many young people;*
- *the development of sub-cultures and how they defined themselves with music e.g. mods, rockers and hippies; the influence of American trends;*
- *music as a cause of teenage rebellion music as a catalyst for changes in fashion and dance among young people;*

- *in order to fully analyse and explain the importance of popular music in influencing the lives of young people in Britain in the 1960s there should be an attempt to consider the importance of other factors which influenced young people: these could include the influence of television; the popularity of major sports; fashion trends and literature; politics and protest movements;*
- *credit answers that show an understanding that life for many young people in the 1960s didn't change that dramatically.*



Candidate Name	Centre Number					Candidate Number				
						0				



GCSE

HISTORY

COMPONENT 2: STUDIES IN BREADTH

Thematic Study

2E. Changes in Crime and Punishment in  
Britain, c.500 to the present day

SAMPLE ASSESSMENT MATERIALS

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.

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

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

### QUESTION 1

Look at the three sources below which show types of punishment over time and answer the question that follows.

#### Source A



[Criminals being punished in the Middle Ages]

#### Source B



[A criminal being punished in the 17<sup>th</sup> century]

#### Source C



[Criminals being punished in the eighteenth century]

Use Sources A, B and C above to identify one similarity and one difference in the methods of punishing criminals over time. [4]

[12 x answer lines]



## QUESTION 2

Study Sources D and E below and answer the question that follows.

### Source D

It is commanded that every man between fifteen and sixty years of age shall keep the watch continually all through the night and if any stranger do pass by them he shall be arrested until morning and if they find cause of suspicion, they shall deliver him to the sheriff. And if they will not obey the arrest, they shall levy hue and cry upon them and follow them with all the town.

[From the Statute of Winchester, a law passed in 1285 by King Edward I to improve methods of catching criminals]

### Source E

The outdated system of local night-watchmen and parish constables is to be replaced by a centralised and professional police force. I believe it will serve this nation proudly and, indeed become the envy of the world.

[Robert Peel, the Tory Home Secretary speaking to the House of Commons on the passing of the Metropolitan Police Act, 1829]

Which of the two sources is the more reliable to an historian studying the methods of enforcing of law and order over time? [6]

*[In your answer you should refer to the content and authorship of the sources and use your own knowledge and understanding of the wider historical context.]*

*[21 x answer lines]*

### QUESTION 3

Describe the role of a Tudor Justice of the Peace (J.P.) in combating crime. [5]

*[15 x answer lines]*

### QUESTION 4

Explain why opportunities for crime increased by the end of the eighteenth century. [9]

*[24 x answer lines]*

### QUESTION 5

Outline how the main causes of crime have changed from c.500 to the present day. [16]

*[In your answer you should provide a written narrative discussing the main causes of crime across three historical eras.]*

*Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question.* [4]

*[48 x answer lines]*

### QUESTION 6

(a) Describe two main features of life for a convict in Botany Bay in the late eighteenth and early nineteenth centuries. [8]

*[24 x answer lines]*

(b) Explain why the establishment of Botany Bay was a significant change in the punishment of criminals in the late eighteenth and early nineteenth centuries. [12]

*[36 x answer lines]*

## MARK SCHEME

### Component 2: THEMATIC PAPER

#### 2E. Changes in Crime and Punishment in Britain, c.500 to the present day

#### Instructions for examiners of GCSE History when applying the mark scheme

#### Positive marking

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

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

This section indicates the assessment objective(s) targeted in the question				
Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the role of a Tudor Justice of the Peace (J.P.) in combating crime.** [5]

This is the question and its mark tariff.

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Offers detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Offers knowledge to partially describes the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Offers a weak, generalised description of the issue.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

#### Indicative content

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

Some of the issues to consider are:

- *the role of the Tudor JP can be described with reference to several historical features: the Tudor reliance on the gentry to take responsibility for law and order;*
- *the need for responsibility in the supervision and regulation of ale-houses;*
- *the need for responsibility in suppressing of unlawful games; the need to invest powers of arrest, detention, interrogation and punishment in a respected local official;*
- *the increasingly common task of dealing with vagrants and administering the Poor Law;*
- *a further role was regular attendance at Petty and Quarter Sessions;*
- *some answers may make reference to the fact that many JPs used their position of power to their own selfish ends.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

## MARK SCHEME

## Component 2: THEMATIC PAPER

## 2E. Changes in Crime and Punishment in Britain, c.500 to the present day

## Question 1

Mark allocation:	A01	A02	A03(a)	A04
4		2	2	

Question: **Use Sources A, B and C above to identify one similarity and one difference in the methods of punishing criminals over time.** [4]

## Band descriptors and mark allocations

	A02 2 marks		A03(a) 2 marks	
<b>BAND 2</b>	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
<b>BAND 1</b>	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

Some of the issues to consider are:

*Similarities – A and C are in public ;A and C are forms of entertainment; B and C show extremes in punishment*

*Differences – A uses humiliation as a punishment whereas B uses mutilation; B uses mutilation as a punishment whereas C uses execution; A uses humiliation as a punishment whereas C uses execution*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
6	2		4	

Question: **Which of the two sources is the more reliable to an historian studying the methods of enforcing law and order over time?** [6]

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	2
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- Source D is reliable to an historian for several reasons: it is a largely factual source as it is from an Act of Parliament; it refers to the Statute of Winchester of 1285 which ordered common people to join in the pursuit of criminals (*posse comitatus*); this laid down in law the need for the community to be involved in maintaining law and order;
- to assess the reliability of the authorship there should be reference to the Statute of Winchester as an official document and also to it supporting the historical context with regard to the King's attempt to improve policing in late thirteenth century.
- Source E is reliable to an historian for several reasons: it is an observation by Robert Peel on the establishment of the Metropolitan Police in 1829; he was addressing the House of Commons and was Home Secretary making it more reliable to an historian;
- it describes Peel's attempts to replace the outdated and ineffective types of policing in London with a modern and efficient police service; there may be some understanding of the shortcomings of the system which the Metropolitan Police gradually replaced;
- to assess the reliability of the authorship there should be reference to Peel's obvious bias as a Tory Home Secretary and the architect of the Metropolitan Police Act and how he would be praiseful of the changes given the purpose and need for this Act.

**Question 3**

Mark allocation:	AO1 (a)	AO2	AO3	AO4
<b>5</b>	<b>5</b>			

Question: **Describe the role of a Tudor Justice of the Peace (J.P.) in combating crime. [5]**

**Band descriptors and mark allocations**

	AO1(a) 5 marks	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the role of the Tudor JP can be described with reference to several historical features: the Tudor reliance on the gentry to take responsibility for law and order;*
- *the need for responsibility in the supervision and regulation of ale-houses;*
- *the need for responsibility in suppressing of unlawful games; the need to invest powers of arrest, detention, interrogation and punishment in a respected local official;*
- *the increasingly common task of dealing with vagrants and administering the Poor Law;*
- *a further role was regular attendance at Petty and Quarter Sessions;*
- *some answers may make reference to the fact that many JPs used their position of power to their own selfish ends.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>9</b>	<b>2</b>	<b>7</b>		

Question: **Explain why opportunities for crime increased by the end of the eighteenth century.** **[9]**

**Band descriptors and mark allocations**

	AO1(a+b) 2 marks		AO2 7 marks		
			<b>BAND 3</b>	<b>Fully explains the issue with clear focus set within the appropriate historical context.</b>	<b>5-7</b>
<b>BAND 2</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Partially explains the issue within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Mostly descriptive response with limited explanation of the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *crime increased in the eighteenth century largely due to the increasing opportunities created by the development of the commerce and trade of the country:*
- *one example of increasing crime was highway robbery; this increased because more wealth and money was transported due to increasing trade; there were many vulnerable, open areas outside towns; handguns became easier to purchase and horses cheaper to obtain; escape became easy as parish constables found it difficult to pursue highwaymen;*
- *another example was an increase in smuggling; this increased as a direct result of the economic policy of protecting British industry by putting high tariffs on imported goods; smugglers avoided paying the excise and could sell goods at a cheaper rate than in shops and markets; large areas of the south and west of the country were economically depressed at times in the century and resorted to smuggling to survive.*



**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4	SPaG
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **Outline how the main causes of crime have changed from c.500 to the present day. [16+4]**

**Band descriptors and mark allocations**

	AO1(a+b) 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5-6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question.	3-4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the process of change in the main causes of crime will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the main causes of crime across the whole period covered;*
- *in relation to the medieval era candidates may stress that the main causes of crime in this era were largely to do with survival and poverty; there may be reference to the continuity of the subsistence economy of the medieval period, worsened frequently by famine and the effects of war; these saw regular instances of stealing and begging and could lead to outbreaks of social unrest such as the Peasants' Revolt;*
- *in the early modern era candidates may stress that the main causes of crime in this era continued to be connected with survival and poverty; however, there should also be reference to specific factors that caused crime in the sixteenth century such as increased unemployment, the closing of the monasteries; changes in farming and inflation. These social factors saw stealing and begging increase rapidly leading to legislation such as the Elizabethan Poor Law of 1601; the later sixteenth century also saw an increase in dissent and protest which were often treated as treason and sedition by the authorities;*

- *in the modern era candidates may continue to show that the main causes of crime in this era continued to be connected with survival and poverty; this is particularly the case with the economic problems caused by urbanisation and industrialisation in the nineteenth centuries leading to stealing in large towns and cities and growing crime like highway robbery and smuggling; social conditions continued to be a main cause leading to more outbreaks of protest and dissent; candidates may assert that while economic and social conditions remain a factor in causing crime, in the twentieth century, the main causes of crime now would appear to be connected with changing technology, such as the growth of the car and of the computer; violent protest continues but seems now to be caused more by anti-social and political frustration than by real poverty.*

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

In applying these performance descriptors:

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

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**Question 6 (a)**

Mark allocation:	AO1 (a)	AO2	AO3	AO4
<b>8</b>	<b>8</b>			

Question: **(a) Describe two main features of life for a convict in Botany Bay in the late eighteenth and early nineteenth centuries.** **[8]**

**Band descriptors and mark allocations**

AO1(a) 8 marks		
<b>BAND 3</b>	<b>Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.</b>	<b>6-8</b>
<b>BAND 2</b>	<b>Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.</b>	<b>3-5</b>
<b>BAND 1</b>	<b>Offers a generalised description with limited knowledge of features of the historic site.</b>	<b>1-2</b>

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Any of the following features could be described:

- *aspects of work connected with the historic site of Botany Bay: the British penal colony of Botany Bay at first used a system of labour in which people, whatever their crime, were employed according to their skills – as brick makers, carpenters, nurses, servants, cattlemen, shepherds and farmers. Educated convicts were set to the easier work of record-keeping for the convict administration;*
- *conditions experienced at the historic site of Botany Bay: early convicts were often subject to cruelties such as leg-irons and the lash. Convicts often endured deplorable conditions and worked very long hours in dreadful weather. Deaths were regular, often from disease or malnutrition;*
- *the purpose and function of work at the historic site of Botany Bay: by the early nineteenth century, convicts in Botany Bay (and other penal colonies) were seen as a source of labour to advance and develop the British colony. Convict labour was used to develop the public facilities of the colonies – roads, causeways, bridges, courthouses and hospitals. Convicts also worked for free settlers and small land holders in the area. By the mid-1830s only around six per cent of the convict population were 'locked up', the majority working for free settlers and the authorities around the nation;*
- *the experience of women convicts at the historic site of Botany Bay: twenty per cent of the earliest convicts were women. The majority of women convicts were sent to 'female factories' as unassigned women. The female factories were originally profit-making textile factories. Women convicts were also assumed to be most useful as wives and mothers, and marriage effectively freed a woman convict from her sentence.*

**Question 6 (b)**

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

Question: **(b) Explain why the establishment of Botany Bay was a significant change in the punishment of criminals in the late eighteenth and early nineteenth centuries.** **[12]**

**Band descriptors and mark allocations**

	AO2 12 marks	
<b>BAND 4</b>	<b>Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in crime and punishment set within the appropriate historical context.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Offers a reasoned explanation and analysis of the historic site in showing changes in crime and punishment set within the appropriate historical context.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Offers some explanation and analysis of the historic site in showing changes in crime and punishment set within the appropriate historical context.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Offers a generalised explanation and analysis of the historic site with limited reference to changes in crime and punishment.</b>	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

- *analysis of the historic site of Botany Bay shows that its establishment represented a significant change in the punishment of criminals in the late eighteenth and early nineteenth centuries. Botany Bay was the first penal colony established by the British government in Australia, chosen for its remote location in a new colony;*
- *the eighteenth century was a time of exploration and trade and there was also a huge increase in crime; transportation was seen as an answer to the problem of overcrowded, filthy gaols and also to shortages of workers in the new colonies;*
- *there was also social unrest at the number of people being hung for quite trivial crimes. Transportation to penal colonies offered the government an alternative to hanging for trivial crimes. Convicts were first sent to the American colonies but after the Declaration of Independence in 1776, America refused to take any more convicts so other destinations were looked for. In 1787-88 the first convicts were sent to New South Wales, to the site of Botany Bay;*
- *the penal colony of Botany Bay and other similar places lasted as punishment for British convicts until the mid-nineteenth century. Here convicts would serve their sentences of penal servitude, working as restitution for their crimes and helping to establish the new colony;*
- *in this way, the study of the historic site of Botany Bay shows a significant change in the purpose as well as the method of punishment of British convicts.*

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**

**HISTORY**

**COMPONENT 2: STUDIES IN BREADTH**

**Thematic Study**

**2F. Changes in Health and Medicine in  
Britain, c.500 to the present day**

**SAMPLE ASSESSMENT MATERIALS**

**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.

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

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

**QUESTION 1**

Look at the three sources below which show living conditions over time and answer the question that follows.

**Source A**



[A Tudor street scene]

**Source B**



[A town in the nineteenth century]

**Source C**



[A housing development in the 1930s]

Use Sources A, B and C above to identify one similarity and one difference in living conditions over time.

[4]

[12 x answer lines]

**QUESTION 2**

Study Sources D and E below and answer the question that follows.

**Source D**

[A national newspaper from August 1910 celebrating the achievements of Florence Nightingale after her death]

**Source E**

One of the domestic staff came running down the corridor. I knew it was something exciting because we weren't allowed to run in those days, except if there was a fire. She said: 'Oh my goodness, Bevan has just announced that we're going to have a national health service!' I am told that the changes he plans to introduce will revolutionise healthcare in the country.

[A junior hospital nurse speaking to a journalist about the introduction of the NHS in 1948]

Which of the two sources is the more reliable to an historian studying developments in patient care over time?

[6]

*[In your answer you should refer to the content and authorship of the sources and use your own knowledge and understanding of the wider historical context.]*

*[21 x answer lines]*

### QUESTION 3

Describe the development and use of scanning techniques in the twentieth century. [5]

*[15 x answer lines]*

### QUESTION 4

Explain why developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries. [9]

*[24 x answer lines]*

### QUESTION 5

Outline how attempts to treat illness and disease have changed from c.500 to the present day. [16]

*[In your answer you should provide a written narrative discussing attempts to treat illness and disease across the three historical eras.]*

*Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question.* [4]

*[48 x answer lines]*

### QUESTION 6

(a) Describe two main features of the Great Plague in Eyam in 1665. [8]

*[24 x answer lines]*

(b) Explain why the environment of Eyam during the Great Plague was significant in showing changes in attempts to combat disease in the seventeenth century. [12]

*[36 x answer lines]*



## MARK SCHEME

### Component 2: THEMATIC PAPER

#### 2F. Changes in Health and Medicine in Britain, c.500 to the present day

#### Instructions for examiners of GCSE History when applying the mark scheme

#### Positive marking

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

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

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

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the development and use of scanning techniques in the twentieth century.** [5]

This is the question and its mark tariff.

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Offers detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Offers knowledge to partially describes the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Offers a weak, generalised description of the issue.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

#### Indicative content

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

Some of the issues to consider are:

- *the development and use of scanning techniques can be described with reference to several historical features:*
- *the development of x-rays began with Rontgen in the early twentieth century;*
- *the technique gave the advantage of seeing deep into the body rather than using exploratory surgery;*
- *the use of scanning techniques then developed through the twentieth century' : expect reference to the use of radiotherapy; the use of x-rays for diagnosing disease e.g. tuberculosis ; portable x-ray machines ;*
- *the development of ultrasound in the 1950s;*
- *as the twentieth century neared its end, scanning techniques became even more sophisticated; credit references to Positron Emission Tomography (PET) which helped in the detection of cancer, brain disease and heart problems, Computerised Axial Scanning (CAT) used to pinpoint tumours and direct radiotherapy, and Magnetic Resonance Imaging (MRI) used to detect brain and spinal chord abnormalities in the 1970s.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

**MARK SCHEME****Component 2: THEMATIC PAPER****2F. Changes in Health and Medicine in Britain, c.500 to the present day****Question 1**

<i>Mark allocation:</i>	<i>A01</i>	<i>A02</i>	<i>A03(a)</i>	<i>A04</i>
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C above to identify one similarity and one difference in living conditions over time. [4]**

**Band descriptors and mark allocations**

	<b>AO2 2 marks</b>		<b>AO3(a) 2 marks</b>	
<b>BAND 2</b>	<b>Identifies clearly one similarity and one difference.</b>	<b>2</b>	<b>Uses the sources to identify both similarity and difference.</b>	<b>2</b>
<b>BAND 1</b>	<b>Identifies either one similarity or one difference.</b>	<b>1</b>	<b>Uses the sources to identify either similarity or difference</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

Some of the issues to consider are:

*Similarities - A and B show crowded/ cramped housing; A and B show insanitary conditions*

*Differences - C shows better planning/more spacious semi-detached houses whereas B shows cramped housing; C shows a cleaner environment/safer with children playing whereas A shows insanitary conditions; A shows a row of connected houses whereas C shows semi-detached housing*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>6</b>	<b>2</b>		<b>4</b>	

Question: **Which of the two sources is the more reliable to an historian studying developments in patient care over time?** **[6]**

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	<b>2</b>	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	<b>2</b>
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	<b>1</b>	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Source D is reliable to an historian for several reasons: it is from a national newspaper published in August 1910; it was produced to celebrate Florence Nightingale's achievements and to commemorate her death; as such it is likely to be biased; it refers to her as the 'angel of the Crimea' and to her role in making nursing a respectable and professional occupation; these are factual references which increase the reliability of the source;*
- *to assess the reliability of the authorship there should be reference to the reliability of features in newspapers and whether articles and tributes such as this are guilty of exaggeration and focus on the positive.*
- *Source E is reliable to an historian for several reasons: it is from an interview with a nurse in 1948 and is therefore from the time; it describes the euphoria of a young nurse at the moment that the NHS was launched with its ambitious, long-term plan to transform healthcare; it backs up the view that treatment should be made available to all, regardless of the ability to pay;*
- *to assess the reliability of the authorship there should be reference to the nurse being caught up in the atmosphere of the time, her junior status and to the journalist's role and motive in reporting the event at this time.*

**Question 3**

Mark allocation:	AO1 (a)	AO2	AO3	AO4
5	5			

Question: **Describe the development and use of scanning techniques in the twentieth century.** [5]

**Band descriptors and mark allocations**

	AO1(a) 5 marks	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the development and use of scanning techniques can be described with reference to several historical features:*
- *the development of x-rays began with Rontgen in the early twentieth century;*
- *the technique gave the advantage of seeing deep into the body rather than using exploratory surgery;*
- *the use of scanning techniques then developed through the twentieth century' : expect reference to the use of radiotherapy; the use of x-rays for diagnosing disease e.g. tuberculosis ; portable x-ray machines ;*
- *the development of ultrasound in the 1950s;*
- *as the twentieth century neared its end, scanning techniques became even more sophisticated; credit references to Positron Emission Tomography (PET) which helped in the detection of cancer, brain disease and heart problems, Computerised Axial Scanning (CAT) used to pinpoint tumours and direct radiotherapy, and Magnetic Resonance Imaging (MRI) used to detect brain and spinal chord abnormalities in the 1970s.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>9</b>	<b>2</b>	<b>7</b>		

Question: **Explain why developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries.** **[9]**

**Band descriptors and mark allocations**

	AO1(a+b) 2 marks			AO2 7 marks	
			<b>BAND 3</b>	Fully explains the issue with clear focus set within the appropriate historical context.	5-7
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Partially explains the issue within the appropriate historical context.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

Some of the issues to consider are:

- *developments in vaccination were important in the prevention of illness and disease in the 19<sup>th</sup> and 20<sup>th</sup> centuries;*
- *early attempts were made to vaccinate against the disease of smallpox; expect reference to the pioneering work of Edward Jenner in the early nineteenth century;*
- *later follow up development was carried out by Pasteur in immunization in the 1870s and 1880s and led to a vaccine for rabies;*
- *development of large-scale vaccines in the twentieth century was a great advance in combating devastating diseases such as pertussis, diphtheria, tetanus, polio and MMR;*
- *vaccines were vital in preventing illnesses such as influenza and hepatitis A and B in the later 20<sup>th</sup> century.*

**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4	SPaG
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **Outline how attempts to treat illness and disease have changed from c.500 to the present day. [16+4]**

**Band descriptors and mark allocations**

	AO1(a+b) 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5-6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question.	3-4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the process of change in attempts to treat illness and disease will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the major changes in attempts to treat illness and disease across the whole period covered;*
- *in relation to the medieval era candidates may stress that most attempts to treat illness and disease were based on traditional remedies; these will include herbal medicines and the use of leeches; there may be reference to barber surgeons as an early form of surgery; there may also be reference to these methods as being largely ineffective in general;*
- *in the early modern era candidates may stress that traditional remedies continued to be used to treat illness and disease; however, there should be reference to the increasing use of science to improve medical knowledge and to trial and use different kinds of cures; these however were limited in their success and disease and low life expectancy continued to be problems;*

- candidates will show that the real beginning of change in the attempts to treat illness and disease is seen in the nineteenth century; expect reference to the pioneering work of Lister in antiseptics and Simpson in anaesthetics, both of which were major turning points in the narrative of attempts to treat illness and disease;
- candidates will then show that the narrative increases its pace in the twentieth century; expect reference to Marie Curie and the use of radiation; the roles of Fleming, Florey and Chain in the development of antibiotics; developments in transplant surgery and modern advances in cancer treatment and surgery; candidates should stress that the pace of change in the twenty-first century continues to quicken leading to more and more techniques that have been successful in treating disease and illness.

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

In applying these performance descriptors:

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

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>



**Question 6 (a)**

Mark allocation:	AO1 (a)	AO2	AO3	AO4
<b>8</b>	<b>8</b>			

Question: **(a) Describe two main features of the Great Plague in Eyam in 1665. [8]**

**Band descriptors and mark allocations**

AO1(a) 8 marks		
<b>BAND 3</b>	<b>Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.</b>	<b>6-8</b>
<b>BAND 2</b>	<b>Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.</b>	<b>3-5</b>
<b>BAND 1</b>	<b>Offers a generalised description with limited knowledge of features of the historic site.</b>	<b>1-2</b>

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Any two of the following features could be described:

- *aspects of the disease associated with the historic site of Eyam: the village in rural Derbyshire saw its first signs of the Plague in early 1665. The village's historic links with London was thought to be the main cause as the infection was transported in a flea-ridden bundle of cloth. The death toll in 1665 was very heavy with over 260 deaths out of a total of 350 inhabitants;*
- *the response of people to the plague in the historic site of Eyam: people turned to church ministers for leadership and protection; the village was quarantined and church services held in isolation; families buried their own dead;*
- *buildings in the historic site of Eyam associated with the plague: people used plague stones soaked in vinegar to mark the village boundaries; burials were in very isolated places on local moors; records of local fatalities were recorded in the nearby church.*

**Question 6 (b)**

Mark allocation:	AO1	AO2	AO3	AO4
12		12		

Question:     **(b) Explain why the environment of Eyam during the Great Plague was significant in showing changes in attempts to combat disease in the seventeenth century.** **[12]**

**Band descriptors and mark allocations**

	AO2 12 marks	
<b>BAND 4</b>	<b>Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in health and medicine set within the appropriate historical context.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Offers a reasoned explanation and analysis of the historic site in showing changes in health and medicine set within the appropriate historical context.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Offers some explanation and analysis of the historic site in showing changes in health and medicine set within the appropriate historical context.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Offers a generalised explanation and analysis of the historic site with limited reference to changes in health and medicine.</b>	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *analysis of the historic site of Eyam in 1665 shows that it was typical of many villages that played a major role in the attempts to combat disease in the seventeenth century;*
- *the outbreak of plague in Eyam in 1665 led to early attempts to tackle the disease and future outbreaks. These included ordering families to dispose of their own dead in order to prevent the spread of the disease;*
- *the outbreak of the plague in Eyam also led to the use of plague stones that were significant because they warned people not to enter the village thus inhibiting the spread of the disease;*
- *putting the village in quarantine was also a new method of attempting to combat the spread of the disease. This was significant because it was a new method and presaged later strategies for preventing the spread of disease;*
- *care was also taken with the supply of food to the village to prevent contamination of the food supply;*
- *Church services were relocated to avoid close contact with plague victims;*
- *in these ways the village of Eyam during the Great Plague of 1665 was significant in showing new methods of combating disease in the seventeenth century. It was also significant in anticipating later methods of preventing the spread of disease.*

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****COMPONENT 2: STUDIES IN BREADTH****Thematic Study****2G. The Development of Warfare in  
Britain, c.500 to the present day****SAMPLE ASSESSMENT MATERIALS****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.

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

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

## QUESTION 1

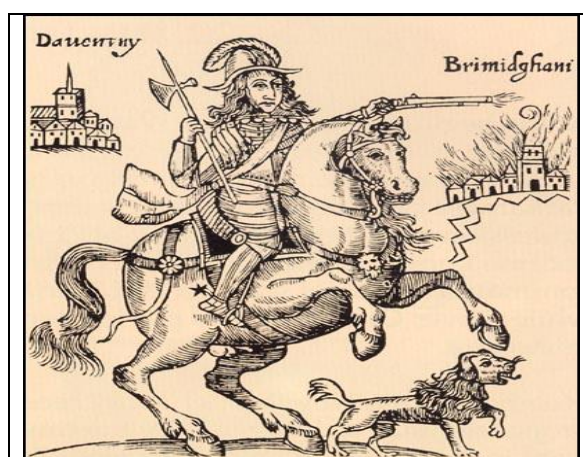
Look at the three sources below which show tactics in battle over time and answer the question that follows.

### Source A



[Soldiers fighting at the Battle of Hastings in 1066]

### Source B



[A soldier at the Battle of Marston Moor, 1644]

### Source C



[Soldiers in a First World War trench, 1916]

Use Sources A, B and C above to identify one similarity and one difference in the use of tactics in battle over time.

[4]

[12 x answer lines]

## QUESTION 2

Study Sources D and E below and answer the question that follows.

### Source D

We searched the inns and ale-houses looking for men to enlist. Tattoos were a give away sign of sea experience. If they refused to volunteer then we got them blind drunk and slipped them the King's shilling or we just knocked them unconscious and took them away.

[A recruitment sergeant describing the methods used by press gangs in Portsmouth during the Napoleonic Wars]

### Source E



[A First World War recruitment poster from 1914 appealing for men to enlist in the army]

Which of the two sources is the more reliable to an historian studying methods of recruitment into the armed forces over time? [6]

*[In your answer you should refer to the content and authorship of the sources and use your own knowledge and understanding of the wider historical context.]*

*[21 x answer lines]*

### QUESTION 3

Describe the main changes in technology in warfare in the medieval period. [5]

*[15 x answer lines]*

### QUESTION 4

Explain why changes in English naval technology and tactics led to the defeat of the Spanish Armada in 1588. [9]

*[24 x answer lines]*

### QUESTION 5

Outline how the main causes of war have changed from c.500 to the present day. [16]

*[In your answer you should provide a written narrative discussing the main causes of war across the three historical eras.]*

*Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question.* [4]

*[48 x answer lines]*

### QUESTION 6

(a) Describe two main features of the bombing of London during the Second World War. [8]

*[24 x answer lines]*

(b) Explain why the bombing of London during the Second World War was significant in showing changes in the development of warfare in the twentieth century. [12]

*[36 x answer lines]*

## MARK SCHEME

### Component 2: THEMATIC PAPER

#### 2G. The Development of Warfare in Britain, c.500 to the present day

#### Instructions for examiners of GCSE History when applying the mark scheme

#### Positive marking

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

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

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

Mark allocation:	AO1(a)	AO2	AO3	AO4
5	5			

Question: e.g. **Describe the main changes in technology in warfare in the medieval period.** [5]

This is the question and its mark tariff.

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Offers detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Offers knowledge to partially describes the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Offers a weak, generalised description of the issue.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

#### Indicative content

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

Some of the issues to consider are:

- the changes in the use of technology in warfare can be described with reference to several historical features;
- the introduction of new weapons prompted new defensive technologies; the introduction of the cross-bow led to the adoption of plate armour;
- improvements in castle design and building were met by the use of technology to breach walls by tunnelling and scaling;
- the development of siege machinery was also needed to tackle improved castle design;
- other technological developments were quickly adapted to military purposes such as biological warfare and the transition to gunpowder warfare.

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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



**MARK SCHEME****Component 2: THEMATIC PAPER****2G. The Development of Warfare in Britain, c.500 to the present day****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3(a)</i>	<i>AO4</i>
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C above to identify one similarity and one difference in the use of tactics in battle over time.** **[4]**

**Band descriptors and mark allocations**

	<b>AO2 2 marks</b>		<b>AO3(a) 2 marks</b>	
<b>BAND 2</b>	<b>Identifies clearly one similarity and one difference.</b>	<b>2</b>	<b>Uses the sources to identify both similarity and difference.</b>	<b>2</b>
<b>BAND 1</b>	<b>Identifies either one similarity or one difference.</b>	<b>1</b>	<b>Uses the sources to identify either similarity or difference</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

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

Some of the issues to consider are:

*Similarities - A and B show soldiers engaged in battle with the use of cavalry/axes/armour; B and C show the use of firearms*

*Differences - C shows the use of trenches in a war of attrition whereas A shows an open battlefield; C shows soldiers in uniform/no body armour whereas A shows the use of body armour; A shows the use of spears and axes whereas B shows the use of guns*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
6	2		4	

Question: **Which of the two sources is the more reliable to an historian studying methods of recruitment into the armed forces over time?** **[6]**

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	2
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Source D is reliable to an historian for several reasons: it is from a recruitment sergeant who was directly involved in the activities of press gangs; it is from the period of the Napoleonic wars which makes it more reliable; the source describes the actions of press gangs targeting eligible sea-faring men in a naval town; there may be reference to the reasons for impressments and to voluntary recruitment in the nineteenth century;*
- *to assess the reliability of the authorship there should be reference to Source A being a first-hand account of the use of dubious recruitment methods; it may be exaggerated as press officers were subject to fines for trickery but I does provide a candid account of the activities of press gangs.*
- *Source E is reliable to an historian for several reasons: it shows an early First World War recruitment poster; this was produced to encourage men to enlist in the army; posters such as this were highly effective in the months following the outbreak of war;*
- *to assess the reliability of the authorship there should be reference to the emotional, patriotic appeal of such posters being used and using propaganda as a recruiting method.*

**Question 3**

Mark allocation:	A01 (a)	A02	A03	A04
5	5			

Question: **Describe the main changes in technology in warfare in the medieval period.** [5]

**Band descriptors and mark allocations**

	AO1(a) 5 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4-5
<b>BAND 2</b>	Demonstrates knowledge to partially describes the issue.	2-3
<b>BAND 1</b>	Demonstrates limited knowledge to describe the issue.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the changes in the use of technology in warfare in the medieval period can be described with reference to several historical features:*
- *the introduction of new weapons prompted new defensive technologies; the introduction of the cross-bow led to the adoption of plate armour;*
- *improvements in castle design and building were met by the use of technology to breach walls by tunnelling and scaling;*
- *the development of siege machinery was also needed to tackle improved castle design;*
- *other technological developments were quickly adapted to military purposes such as biological warfare and the transition to gunpowder warfare.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>9</b>	<b>2</b>	<b>7</b>		

Question: **Explain why changes in English naval technology and tactics led to the defeat of the Spanish Armada in 1588.**  
**[9]**

**Band descriptors and mark allocations**

	AO1(a+b) 2 marks			AO2 7 marks	
			<b>BAND 3</b>	<b>Fully explains the issue with clear focus set within the appropriate historical context.</b>	<b>5-7</b>
<b>BAND 2</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Partially explains the issue within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Mostly descriptive response with limited explanation of the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

Some of the issues to consider are:

- *English naval technology and tactics played a huge role in the defeat of the Spanish Armada;*
- *investment in and major expansion of the English fleet during the Tudor period;*
- *the advantages of fully rigged ships;*
- *improved tactics and designs;*
- *the Dreadnought and the transformation of naval warfare;*
- *the beginning of broadside tactics;*
- *the use of standardised gun sizes and shot and the advantage of four wheeled gun carriages;*
- *superior leadership; tactics and the use of fireships.*

**Question 5**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4	SPaG
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **Outline how the main causes of war have changed from c.500 to the present day. [16+4]**

**Band descriptors and mark allocations**

	AO1(a+b) 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5-6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question.	3-4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the process of change in the main causes of war over time will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the major changes in the main causes of war across the whole period covered;*
- *in relation to the medieval era candidates may stress that wars were mainly caused by political factors or religious factors or a combination of both; to illustrate the narrative there will be reference to political factors in conflicts such as the dynastic Wars of the Roses and religious factors in causing the Crusades; some candidates may mention that conquest and expansion were causes of conflict especially in the western and northern parts of Britain;*
- *in the early modern era candidates may stress that the main causes of war continued to be connected with politics and religion; to illustrate this part of the narrative there will be reference to the power struggle between King and Parliament that led to the English Civil War which had both political and religious causes;*

- *in the modern era candidates may stress that politics and power continued to be main causes of crime but that the causes now appear to become more varied; there will be reference to economic and geographical factors such as those that caused the Crimean War; there should also be reference to the growth of nationalism and expansionism as causes of both World Wars; some candidates may refer to the ideological issues at stake in conflicts such as the Cold War.*

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

In applying these performance descriptors:

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

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**Question 6 (a)**

Mark allocation:	AO1 (a)	AO2	AO3	AO4
<b>8</b>	<b>8</b>			

Question: **(a) Describe two main features of the bombing of London during the Second World War. [8]**

**Band descriptors and mark allocations**

AO1(a) 8 marks		
<b>BAND 3</b>	<b>Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.</b>	<b>6-8</b>
<b>BAND 2</b>	<b>Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.</b>	<b>3-5</b>
<b>BAND 1</b>	<b>Offers a generalised description with limited knowledge of features of the historic site.</b>	<b>1-2</b>

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. *Any two of the following features could be described:*

- *the extent of damage to London: over 20,000 deaths and nearly 100,000 casualties; destruction of individual sites and housing stock; damage to railway lines and roads; many historic buildings were destroyed;*
- *the types of bombs used in the attack on London: the actual Blitz bombing lasted from September 1940 to May 1941; explosive bombs and incendiary devices were used;*
- *methods of protecting people during the bombing of London: the authorities took great care to protect the population using methods such as evacuation and air raid shelters; other methods included barrage balloons and anti-aircraft guns; many people sheltered in underground stations and communal shelters; a blackout was used extensively in London.*

**Question 6 (b)**

Mark allocation:	AO1	AO2	AO3	AO4
12		12		

Question: **(b) Explain why the bombing of London during the Second World War was significant in showing changes in the development of warfare in the twentieth century.** [12]

**Band descriptors and mark allocations**

AO2 12 marks		
<b>BAND 4</b>	<b>Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in warfare set within the appropriate historical context.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Offers a reasoned explanation and analysis of the historic site in showing changes in warfare set within the appropriate historical context.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Offers some explanation and analysis of the historic site in showing changes in warfare set within the appropriate historical context.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Offers a generalised explanation and analysis of the historic site with limited reference to changes in warfare.</b>	<b>1-3</b>

**Indicative content**

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

- *analysis of the historic bombing of London during the Second World War shows that it played a significant role in changes in warfare in the twentieth century;*
- *analysis of the historic bombing of London shows that it was one of the first major attempts to use aerial bombing to defeat an enemy; strategic aerial bombing was a new kind of warfare and was designed to bludgeon the enemy into submission; this tactic was used after the battle of Britain;*
- *strategic aerial bombing was designed to hit the civilian population as well as important installations destroying morale in the process; mass civilian casualties would lead the British government to capitulate;*
- *the historic bombing of London during the Second World War was also significant because it revealed the limitations of strategic aerial bombing of civilian sites; strategic bombing led to an increase in morale in the form of the Blitz spirit and contributed to Germany's defeat in the long-term; the bombing of London during the Second World War was significant in showing how it was not possible to win wars with this strategy alone;*
- *in these ways, the study of the historic site of London during the Second World War shows that the nature of warfare had changed significantly, in particular the targeting of civilian populations. It also anticipated the type of wars fought later in the century, despite the limitations of this strategy revealed during the Second World War.*



Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****HISTORY****COMPONENT 2: STUDIES IN BREADTH****Thematic Study****2H. Changes in Entertainment and Leisure in Britain,  
c.500 to the present day****SAMPLE ASSESSMENT MATERIALS****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.

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

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

### QUESTION 1

Look at the three sources below which show forms of entertainment over time and answer the question that follows.

#### Source A



[A medieval feast]

#### Source B



[An Elizabethan theatre]

#### Source C



[A modern cinema in the late twentieth century]

Use Sources A, B and C above to identify one similarity and one difference in forms of entertainment over time.

[4]

[12 x answer lines]

**QUESTION 2**

Study Sources D and E below and answer the question that follows.

**Source D**

The Queen loves to hawk and to hunt. She hunts deers and stags with her courtiers and when the unfortunate animal is caught, she would be invited to cut its throat. I can report that she is skilled with the cross-bow and has killed six deer. Hunting is quite an event, and can take several hours though she rides tirelessly. Indeed, her prowess would match any man.

[The French Ambassador to the English court writing to Henri III, King of France in 1575]

**Source E**

[An English regional newspaper of 2006 commenting on the continuation of fox hunting after its banning by Parliament in 2005]

Which of the two sources is the more reliable to an historian studying cruelty in sport and entertainment over time? [6]

*[In your answer you should refer to the content and authorship of the sources and use your own knowledge and understanding of the wider historical context.]*

[21 x answer lines]

### QUESTION 3

Describe the types of games played by children in Victorian times [5]

*[15 x answer lines]*

### QUESTION 4

Explain why rock and roll music became popular in the 1950s and 1960s. [9]

*[24 x answer lines]*

### QUESTION 5

Outline how the development of sport has changed from c.500 to the present day. [16]

*[In your answer you should provide a written narrative discussing the development of sport across the three historical eras].*

*Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question.* [4]

*[48 x answer lines]*

### QUESTION 6

(a) Describe two types of entertainment available in Blackpool in the late nineteenth and early twentieth centuries. [8]

*[24 x answer lines]*

(b) Explain why the development of Blackpool shows changes in holiday patterns in the late nineteenth and early twentieth centuries. [12]

*[36 x answer lines]*

## MARK SCHEME

### Component 2: THEMATIC PAPER

#### 2H. Changes in Entertainment and Leisure in Britain, c.500 to the present day

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

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

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

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

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the types of games played by children in Victorian times** [5]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Offers detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Offers knowledge to partially describes the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Offers a weak, generalised description of the issue.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

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

##### Indicative content

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

- *the types of games played by children in Victorian times can be described with reference to several historical features:*
- *Indoor games with nursery and parlour games for the rich;*
- *home- made toys for the poor such as peg dolls ;*
- *out-door games such as football;*
- *toys as reflecting gender roles in adulthood – swords and bows and arrows for boys and dolls for girls.*

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

## **Banded mark schemes**

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

### **Banded mark schemes Stage 1 – Deciding on the band**

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

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

### **Banded mark schemes Stage 2 – Deciding on the mark**

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

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

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

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

## MARK SCHEME

## Component 2: THEMATIC PAPER

## 2H. Changes in Entertainment and Leisure in Britain, c.500 to the present day

## Question 1

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

Question: **Use Sources A, B and C above to identify one similarity and one difference in the forms of entertainment over time.** [4]

## Band descriptors and mark allocations

	AO2 2 marks		AO3(a) 2 marks	
<b>BAND 2</b>	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
<b>BAND 1</b>	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

Some of the issues to consider are:

*Similarities – A and B show live performances; B and C show public performances/mass audiences*

*Differences – A shows a private feast whereas C shows a public cinema; C shows modern film technology whereas B is a live performance; A is a feast whereas B is theatre*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>6</b>	<b>2</b>		<b>4</b>	

Question: **Which of the two sources is the more reliable to an historian studying cruelty in sport and entertainment over time?** [6]

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3-4
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	2
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *Source D is reliable to an historian for several reasons: it was written at the time by the French Ambassador to Henri III, King of France; it describes the Queen's love of hunting and hawking in an age when there was no concept of cruel sport and violent animal sport was popular; reliability is enhanced as it shows that hunting was the mark of the gentleman and to the royal sport of falconry;*
- *to assess the reliability of the authorship there should be reference to the ambassador being well-informed and the fact that he is writing to his king; the author, however, offers his opinion, emphasising the Queen's skills in hunting in order to gain favour with the English court; this is likely to have an impact on the reliability of the source regarding the study of cruel sports;*
- *Source E is reliable to an historian for several reasons: it is from a regional newspaper which leads with a report that although fox hunting was banned in 2005, the practice continues;*
- *to assess the reliability of the authorship there should be reference to the tone of the headline; the newspaper appears to have a particular angle on this issue, implying bias, which affects the reliability of the source; the newspaper deals with the controversial issue, adding weight to the continuing debate.*



**Question 3**

Mark allocation:	A01 (a)	A02	A03	A04
5	5			

Question: **Describe the types of games played by children in Victorian times.** [5]

**Band descriptors and mark allocations**

	AO1(a) 5 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4-5
<b>BAND 2</b>	Demonstrates knowledge to partially describes the issue.	2-3
<b>BAND 1</b>	Demonstrates limited knowledge to describe the issue.	1

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the types of games played by children in Victorian times can be described with reference to several historical features:*
- *indoor games with nursery and parlour games for the rich;*
- *home-made toys for the poor such as peg dolls ;*
- *out-door games such as football;*
- *toys as reflecting gender roles in adulthood – swords and bows and arrows for boys and dolls for girls.*

**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>9</b>	<b>2</b>	<b>7</b>		

Question: **Explain why rock and roll music became popular in the 1950s and 1960s.** **[9]**

**Band descriptors and mark allocations**

AO1(a+b) 2 marks		AO2 7 marks			
			<b>BAND 3</b>	Fully explains the issue with clear focus set within the appropriate historical context.	5-7
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Partially explains the issue within the appropriate historical context.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

Some of the issues to consider are:

- *Rock and roll music became popular in the 1950s and 1960s for a variety of reasons:*
- *rock and roll music proved a form of rebellion giving youth its own identity at a time that emphasised conformity;*
- *the rhythmic and exciting nature of the music and dances appealed to many young people;*
- *the appeal of specific performers who appeared different and exotic including Elvis Presley, Bill Haley and Eddie Cochran;*
- *rock and roll was popularised by exposure on the radio and in local coffee bars and dance halls;*
- *the quality of recording improved in the 1950s and 1960s with amplified instruments and recording studios.*

**Question 5**

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **Outline how the development of sport has changed from c.500 to the present day. [16+4]**

**Band descriptors and mark allocations**

	AO1(a+b) 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5-6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question.	3-4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *the process of changes in the development of sport over time will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the major changes in the development of sport across the whole period covered;*
- *in relation to the medieval era candidates may stress that sport was very basic and based largely on human strength or speed; there will be reference to sport as practice for or even a substitute for war in the medieval era such as jousting; more ordinary people held tests of strength and endurance; there were few, if any, team sports;*
- *in the early modern era candidates will stress that the simple nature of sport for most people remained; however, there were some changes in the narrative; there will be reference to village and parish rivalries in the early modern period leading to the first 'team' events; hunting became more of a sport rather than a means to ensure food;*
- *candidates will show that the real beginning of change in the development of sport is seen in the nineteenth century; expect reference to the development of organised sports in the nineteenth century with laws and regulations set up; the growth of team sports based around new towns and cities; the growth of spectator sports linked to*

*the railway network in the later nineteenth century; all of which were major turning points in the development of sport;*

- *candidates will then show that the development of sport increases its pace in the twentieth century, especially at the professional level; expect reference to sponsorship and the amount of wealth in sports such as football, motor racing and boxing; the role of the media in promoting the professional game, changes in spectator habits including new stadia and venues, official encouragement of sport in the later twentieth century including the building of local sports centres; the increasingly high profile of women and the disabled in sport in the twenty-first century; some candidates may point out that despite the huge changes in professional sport, for most ordinary people sport remains an activity which leads to enjoyment whether as a participant or as a spectator.*

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

In applying these performance descriptors:

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

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**Question 6 (a)**

Mark allocation:	AO1 (a)	AO2	AO3	AO4
<b>8</b>	<b>8</b>			

Question: **(a) Describe two types of entertainment available in Blackpool in the late nineteenth and early twentieth centuries. [8]**

**Band descriptors and mark allocations**

AO1(a) 8 marks		
<b>BAND 3</b>	<b>Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.</b>	<b>6-8</b>
<b>BAND 2</b>	<b>Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.</b>	<b>3-5</b>
<b>BAND 1</b>	<b>Offers a generalised description with limited knowledge of features of the historic site.</b>	<b>1-2</b>

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Any two of the following features could be described:

- *the types of entertainment in Blackpool in the late nineteenth and early twentieth centuries were generally those associated with the environment of new seaside resorts in England. Most answers will describe these features, but there should be reference to the specific entertainment features that marked the growth of Blackpool as a popular resort;*
- *aspects of beach entertainment associated with the historic site of Blackpool: general references will include descriptions of the entertainments associated with the beach at Blackpool including paddling, donkey rides, pierrots and Punch and Judy shows and promenading. They may also describe the construction and use of the Pier;*
- *more specialised entertainment associated with the historic site of Blackpool: more specific references will describe the entertainments associated with the theatres, the Winter Gardens and the Blackpool Tower in the 1890s or the establishment of the first cinema, the rides of the Pleasure Beach and the Blackpool Illuminations in the first decades of the twentieth century.*

**Question 6 (b)**

Mark allocation:	A01	A02	A03	A04
<b>12</b>		<b>12</b>		

Question: **(b) Explain why the development of Blackpool shows changes in holiday patterns in the late nineteenth and early twentieth centuries. [12]**

**Band descriptors and mark allocations**

	A02 12 marks	
<b>BAND 4</b>	<b>Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in entertainment and leisure set within the appropriate historical context.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Offers a reasoned explanation and analysis of the historic site in showing changes in entertainment and leisure set within the appropriate historical context.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Offers some explanation and analysis of the historic site in showing changes in entertainment and leisure set within the appropriate historical context.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Offers a generalised explanation and analysis of the historic site with limited reference to changes in entertainment and leisure.</b>	<b>1-3</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *analysis of the development of the historic site of Blackpool in the late nineteenth and early twentieth centuries and how it shows changes in holiday patterns during this period;*
- *most answers will associate the historic site of Blackpool with the development of holidays for the working class and the creation of seaside holiday resorts;*
- *there will be reference to the creation of the traditional British seaside holiday during this period as exemplified by the development of Blackpool;*
- *the attractions of the traditional seaside holiday will be discussed; these may include donkey rides, pier entertainment, promenading, and Punch and Judy;*
- *Blackpool was especially popular with the 'Wakes Week' holidaymakers from the Lancashire and Yorkshire mills and mines and the Scottish ship, mine and steelworkers travelling mainly by rail for their annual holiday; hundreds of special trains travelled into the town every weekend.*
- *the growth of Blackpool as a seaside resort also has to be seen in the historical context of establishment of Bank Holidays in 1871 which gave holidays to workers at Easter, Whitsun and in August;*

- *as the twentieth century progressed increasing pressure by trade unions saw more industries give paid holiday leave to employees and Blackpool continued to benefit from this trend;*
- *in these ways, analysis of the historic site of Blackpool in the late nineteenth and early twentieth centuries shows that there are a number of historical factors that are linked to changes in holiday patterns in this period.*

**ASSESSMENT GRID FOR COMPONENT 2**

Candidates answer all questions.

**Period Studies**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
<b>1</b>	<b>AO1a 5 marks</b>		-	-
<b>2</b>	<b>AO1a+b 2 marks</b>	<b>AO2 4 marks</b>	-	-
<b>3</b>	<b>AO1a+b 3 marks</b>	<b>AO2 6 marks</b>	-	-
<b>4</b>	<b>AO1a+b 3 marks</b>	<b>AO2 5 marks</b>	-	-
<b>5</b>	<b>AO1a+b 4 marks</b>	<b>AO2 8 marks</b>	-	-
<b>Total</b>	<b>17 marks</b>	<b>23 marks</b>	-	-

**Thematic Studies**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>SPaG</b>
<b>1</b>		<b>AO2 2 marks</b>	<b>AO3a 2 marks</b>	-	
<b>2</b>	<b>AO1b 2 marks</b>	-	<b>AO3a+b 4 marks</b>	-	
<b>3</b>	<b>AO1a 5 marks</b>	-	-	-	
<b>4</b>	<b>AO1a+b 2 marks</b>	<b>AO2 7 marks</b>	-	-	
<b>5</b>	<b>AO1a+b 6 marks</b>	<b>AO2 10 marks</b>	-		<b>4</b>
<b>6a</b>	<b>AO1a 8 marks</b>	-	-	-	
<b>6b</b>	-	<b>AO2 12 marks</b>	-	-	
<b>Total</b>	<b>23 marks</b>	<b>31</b>	<b>6 marks</b>	-	<b>4</b>