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Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 4469 2584 3
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Contents

Introduction 1

General marking guidance 3

Paper 1: Thematic study and historic environment

Option 10: Crime and punishment in Britain, c1000–present
and Whitechapel, c1870–c1900: crime, policing and the inner city 5

Option 11: Medicine in Britain, c1250–present
and the British sector of the Western Front 1914–18: injuries,
treatment and the trenches 19

Option 12: Warfare and British society, c1250–present
and London and the Second World War, 1939–45 33

Paper 2: Period study and British depth study

Part A: Period study

Options 20/21: Spain and the ‘New World’, c1490–c1555 47
Options 22/23: British America, 1713–83: empire and revolution 55
Options 24/25: The American West, c1835–c1895 63
Options 26/27: Superpower relations and the Cold War, 1941–91 71
Options 28/29: Conflict in the Middle East, 1945–95 79

Part B: British depth study

Medieval depth options:

B1: Anglo-Saxon and Norman England, c1060–88 87
B2: The reigns of King Richard I and King John, 1189–1216 97

Tudor depth options:

B3: Henry VIII and his ministers, 1509–40 105
B4: Early Elizabethan England, 1558–88 115

Paper 3: Modern depth study

Option 30: Russia and the Soviet Union, 1917–41 123
Option 31: Weimar and Nazi Germany, 1918–39 135
Option 32: Mao’s China, 1945–76 147
Option 33: The USA, 1954–75: conflict at home and abroad 159
Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take. This document contains the mark schemes. The question papers can be found in a separate publication.
Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

This document contains the mark schemes.
The question papers can be found in a separate publication.
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level
   The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.
   For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas.
   Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level
   After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
   Levels containing two marks only
   Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.
   Levels containing three or more marks
   Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:
   - If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level.
   - If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level.
   - The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.
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- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, the team leader must be consulted.
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   For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas.
   Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

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   After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
   
   Levels containing two marks only
   Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

   Levels containing three or more marks
   Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:
   - If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
   - If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
   - The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content
Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.
Sample assessment materials for first teaching September 2016

Paper 1: Thematic study and historic environment (1HI0/10)

Option 10: Crime and punishment in Britain, c1000–present
and Whitechapel, c1870–c1900: crime, policing and the inner city
Whitechapel, c1870–c1900: crime, policing and the inner city

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1        | Describe two features of accommodation for the poorer people in the Whitechapel area.  
**Target**: knowledge of key features and characteristics of the period.  
**AO1**: 4 marks. |

**Marking instructions**

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- There were many slum houses (1). They had little ventilation (1).
- Lodging houses were common (1). These were temporary residences for those without a permanent home (1).
- The workhouse gave shelter to those too poor to pay rent (1). South Grove Workhouse provided accommodation for about 400. (1).

Accept other appropriate features and supporting information.
Question

2 (a) How useful are Sources A and B for an enquiry into the effectiveness of the police in Whitechapel in 1888? Explain your answer, using Sources A and B and your knowledge of the historical context.

**Target:** Analysis and evaluation of source utility.

**AO3:** 8 marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance(^1). Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.</td>
</tr>
<tr>
<td>2</td>
<td>3–5</td>
<td>• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance(^1). Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</td>
</tr>
<tr>
<td>3</td>
<td>6–8</td>
<td>• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance(^1) affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</td>
</tr>
</tbody>
</table>

**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source A**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source is useful in that the harassment of the police constable so close to his headquarters suggests a lack of respect for the local police force.
- The presence of a single policeman attempting to deal with a mob suggests police effectiveness in the area was hampered by lack of numbers. This is useful for indicating that the police found it difficult to police public order in Whitechapel.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Source A is an artist’s impression, published in a cheap popular paper; it may be deliberately exaggerated in order to make a point while amusing the readers, which makes it difficult to rely on the impression it gives that the constable was overwhelmed.
- The picture and caption are likely to reflect the understanding and attitude of its readers, so it is useful to know that the readers probably accepted the idea that the number of police was too few and that this affected their efficiency or the readers were concerned about police effectiveness in Whitechapel.
Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- There were rules about police beats – constables were supposed to patrol in pairs, clearly not shown here. This may indicate selection by the artist for effect here.
- Sir Charles Warren had been recruited to head the Metropolitan Police as a former army general to deal with public order problems. He resigned in November 1888, soon after these events, which indicates there may have been problems of policing public order (as shown in the picture) which he failed to solve.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful in the way it suggests the police had taken additional measures to try to catch Jack the Ripper after the Whitechapel murders.
- Source B is useful because it suggests that the effectiveness of the police was affected by the behaviour of the people and the nature of the area – prostitutes chose to meet men secretly and even if the police were nearby, the situation in Whitechapel made it easy for the killer to escape.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Source B is from a national newspaper, intended to inform its readers about police measures being taken so this suggests the case was seen to be of national significance.
- It is likely to reflect the attitudes of its readers, who were probably middle and upper class. It has a patronising tone about the murder victims and implies that only women of a certain type were in danger – which may be unreliable.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Source B describes the problems of monitoring all the streets when people deliberately went into the side alleys; additional problems were caused by the fact that the population of Whitechapel included immigrants, who found it difficult to communicate with the police.
- The article describes the use of additional police, which was true but this was more likely to have a deterrent effect than to catch a criminal after a crime had been committed; the lack of forensic techniques and the rivalry between the Metropolitan police and the City of London Police hampered the police investigation.
Question

2 (b) How could you follow up Source A to find out more about the effectiveness of the police in Whitechapel in 1888? In your answer, you must give the question you would ask and the type of source you could use.

Target: Source analysis and use (the ability to frame historical questions).

AO3: 4 marks.

Marking instructions

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

e.g.

- **Detail in Source A that I would follow up**: The indication in the illustration that the constable is heavily outnumbered. **(1)**
- **Question I would ask**: How many policemen were there patrolling Whitechapel compared to other areas in London? **(1)**

(No mark for a question that is not linked to following up Source A, e.g. ‘because it would be an interesting question to ask’.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- **What type of source I could use**: H Division police records showing the number in the police force and details of their beats compared to another division’s police records. **(1)**
- **How this might help answer my question**: It would show whether there were enough policemen to patrol the area effectively. **(1)**

Accept other appropriate alternatives.
Crime and punishment in Britain, c1000–present

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Target:** Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1].

**AO2:** 2 marks.

**AO1:** 2 marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–2  | • Simple or generalised comment is offered about a similarity. [AO2]  
      |      | • Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| 2     | 3–4  | • Features of the period are analysed to explain a similarity. [AO2]  
      |      | • Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

• Smuggled goods were often ‘luxury’ goods such as tea, brandy, or silk in the eighteenth century and cigarettes and alcohol in the twentieth century.

• Smuggling was often carried out by organised gangs who had a distribution network to sell the goods in both periods.
<table>
<thead>
<tr>
<th>Question</th>
<th>Explain why there were changes in the prison system in the period c1700–c1900.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You may use the following in your answer:</td>
</tr>
<tr>
<td></td>
<td>• John Howard</td>
</tr>
<tr>
<td></td>
<td>• hard labour</td>
</tr>
<tr>
<td></td>
<td>You must also use information of your own.</td>
</tr>
<tr>
<td></td>
<td><strong>Target:</strong> Analysis of second order concepts: causation/change [AO2];</td>
</tr>
<tr>
<td></td>
<td>Knowledge and understanding of features and characteristics [AO1].</td>
</tr>
<tr>
<td></td>
<td><strong>AO2:</strong> 6 marks.</td>
</tr>
<tr>
<td></td>
<td><strong>AO1:</strong> 6 marks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>A simple or generalised answer is given, lacking development and organisation. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited knowledge and understanding of the topic is shown. [AO1]</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>4</td>
<td>10–12</td>
<td>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</td>
</tr>
</tbody>
</table>
Explain why there were changes in the prison system in the period c1700–c1900. You may use the following in your answer:

- John Howard
- Hard labour

You must also use information of your own.

Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

Level Mark Descriptor
0 No rewardable material.
1 1–3 A simple or generalised answer is given, lacking development and organisation [AO2] Limited knowledge and understanding of the topic is shown [AO1]
2 4–6 An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period [AO1]

Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.

3 7–9 An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied [AO1]

Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

4 10–12 An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied [AO1]

No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Growing demand for alternatives to corporal and capital punishment meant that prisons were no longer used just for debtors or to hold prisoners before trial.
- The influence of John Howard’s views on the purpose of prisons, suggesting that prisoners be given work to do to rehabilitate them and make them able to support themselves after prison rather than use prisons simply for retribution.
- The influence of Elizabeth Fry, who wanted better conditions for women and for them to receive religious instruction and learn a trade to help them reform.
- The influence of Fry’s recommendations that prisoners be segregated to end sexual abuse and also to prevent petty criminals being taught new crimes by experienced criminals.
- The emphasis on reform rather than retribution led to the introduction of the separate system.
- The cost of the separate system led to a return to the emphasis on deterrence and punishment, with the use of hard labour.
### Question

5. ‘The role of local communities was the most important factor affecting law enforcement during the Middle Ages.’ How far do you agree? Explain your answer.

You may use the following in your answer:
- tithings
- trial by ordeal

You **must** also use information of your own.

**Target:** Analysis and evaluation of second order concepts: causation and consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 10 marks.

**AO1:** 6 marks.

**Spelling, punctuation, grammar and the use of specialist terminology (SPaG):** up to 4 additional marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0–4</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>5–8</td>
<td>A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]</td>
</tr>
<tr>
<td>2</td>
<td>9–12</td>
<td>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>13–16</td>
<td>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
</tbody>
</table>
### Marks for SPaG

<table>
<thead>
<tr>
<th>Performance</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 0           |      | - The learner writes nothing.  
- The learner’s response does not relate to the question.  
- The learner’s achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold    | 1    | - Learners spell and punctuate with reasonable accuracy.  
- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
- Learners use a limited range of specialist terms as appropriate. |
| Intermediate | 2–3  | - Learners spell and punctuate with considerable accuracy.  
- Learners use rules of grammar with general control of meaning overall.  
- Learners use a good range of specialist terms as appropriate. |
| High        | 4    | - Learners spell and punctuate with consistent accuracy.  
- Learners use rules of grammar with effective control of meaning overall.  
- Learners use a wide range of specialist terms as appropriate. |

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

### Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Because there was no formal body to enforce law and order in the middle ages, the unpaid local parish constable became very important.
- Local communities were on the spot and could react quickly in the hue and cry.
- Local communities would know many of the people involved and would be aware of their character and the likelihood of guilt.
- The tithing system made groups of 10 men responsible for each other’s behaviour and was therefore a formalised version of local community action.
- Most crimes were petty and the public humiliation within their own community of punishments, such as the stocks, was an effective punishment.

Relevant points to counter the statement may include:

- Ideas about crime and morality in the middle ages were reinforced by religious teachings and therefore the Church played an important role in law enforcement.
- Religious beliefs encouraged the idea that God would indicate someone’s guilt at trial by ordeal.
- The local community might unite against an outsider and punish him for any crimes committed.
Question 6

‘The main purpose of punishment during the period c1000–c1700 was to deter people from committing crimes.’ How far do you agree? Explain your answer.

You may use the following in your answer.
- corporal punishment
- the introduction of transportation

You must also use information of your own.

Target: Analysis and evaluation of second order concepts: change and continuity [AO2];
Knowledge and understanding of features and characteristics [AO1].
AO2: 10 marks.
AO1: 6 marks.

Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–4  | A simple or generalised answer is given, lacking development and organisation. [AO2]
|       |      | Limited knowledge and understanding of the topic is shown. [AO1]
|       |      | The overall judgement is missing or asserted. [AO2] |
| 2     | 5–8  | An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]
|       |      | Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]
|       |      | The overall judgement is given but its justification is asserted or insecure. [AO2]
|       |      | Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points. |
| 3     | 9–12 | An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]
|       |      | Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
|       |      | The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]
|       |      | Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points. |
| 4     | 13–16| An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]
|       |      | Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]
|       |      | Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]
|       |      | No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points. |
Marks for SPaG

<table>
<thead>
<tr>
<th>Performance</th>
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</table>
|             | 0    | - The learner writes nothing.  
|             |      | - The learner’s response does not relate to the question.  
|             |      | - The learner’s achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold   | 1    | - Learners spell and punctuate with reasonable accuracy.  
|             |      | - Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
|             |      | - Learners use a limited range of specialist terms as appropriate. |
| Intermediate| 2–3  | - Learners spell and punctuate with considerable accuracy.  
|             |      | - Learners use rules of grammar with general control of meaning overall.  
|             |      | - Learners use a good range of specialist terms as appropriate. |
| High        | 4    | - Learners spell and punctuate with consistent accuracy.  
|             |      | - Learners use rules of grammar with effective control of meaning overall.  
|             |      | - Learners use a wide range of specialist terms as appropriate. |

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:
- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:
- Punishment was often carried out in the local community, for example putting the offender in the stocks or pillory in order to reinforce the deterrent effect.
- The humiliation of public and corporal punishment supports the idea of deterrence, for example whipping, branding or mutilation.
- Public execution and the way bodies were left hanging provided a continual reminder and deterrent.
- The absence of any organised law-enforcement body meant that deterrence was an important aspect of punishment.

Relevant points to counter the statement may include:
- The use of transportation in the seventeenth century also fulfilled other functions such as the removal of the criminal to protect society, the development of the colonies.
- The use of fines suggests an approach based on retribution and would have affected the criminal directly but the lack of public humiliation might not have had a strong deterrent effect on others.
- There was an attempt to vary the severity of the punishment throughout the period to reflect the crime, from fines, the use of stocks to the death penalty, suggesting that the main purpose was retribution.
- Houses of correction were set up for vagrants in an attempt to rehabilitate them.
Sample assessment materials for first teaching September 2016

Paper 1: Thematic study and historic environment (1HI0/11)

Option 11: Medicine in Britain, c1250–present

*and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

<table>
<thead>
<tr>
<th>Question</th>
<th>Describe two features of the support trench system on the Western Front.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Target:</strong> knowledge of key features and characteristics of the period.</td>
</tr>
<tr>
<td></td>
<td><strong>AO1:</strong> 4 marks.</td>
</tr>
</tbody>
</table>

**Marking instructions**

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- The support trenches were a few hundred yards behind the front line *(1)*. They provided additional supplies and men in case of attack *(1)*.
- Support trenches were safer than the front line *(1)*. Support trenches were rarely targeted by enemy snipers *(1)*.
- Support trenches were often in better condition than the front line *(1)*. They were less likely to have been hit by artillery *(1)*.

Accept other appropriate features and supporting information.
<table>
<thead>
<tr>
<th>Question</th>
<th>How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level Mark</td>
<td>Descriptor</td>
</tr>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1          | 1–2  
|            | • A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources. |
| 2          | 3–5  
|            | • Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance. |
| 3          | 6–8  
|            | • Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility. |

**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source A**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The content is useful in the way it suggests there were problems because of the high number of casualties and limited number of medical personnel.
- The content is useful because it suggests that injuries and pain may have been exacerbated by the journey from the battlefield to the hospital and the time taken.
- It is useful in the way it suggests that personnel in the hospital adopted measures to try to overcome the problems, for example using unqualified personnel to administer anaesthetics.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The chaplain is writing about his own experiences. While he has no reason to lie, his evidence need to be examined in context for exaggeration which would affect the usefulness of the information about the extent to which he was involved in surgery regularly.
- The chaplain was a religious man rather than medical staff; we don’t know how much experience he had of such conditions and he might have been particularly sensitive to suffering and death, which could affect the reliability of his account about the extent of suffering and therefore the usefulness of the information.
Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- **Source A** is about a casualty clearing station, where the wounded were taken and most surgery was done; there would be a lot of pressure on the medical staff so the source seems to reflect the situation accurately.

- This record is based on the experiences of the chaplain at a casualty clearing station where the most severely wounded would be taken and during the battle of the Somme, when casualties were particularly high. This could mean his account, while accurate, is untypical and this affects the usefulness of the source.

**Source B**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful because it suggests many injuries were severe since men were already dying when they were brought into the ward.

- The content of Source B is useful as it suggests that the casualty rate was high since the hospital did not have enough beds for patients.

- Source B suggests resources were inadequate since they did not have blood for transfusions, which is useful to explain the problems they faced.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Robertson was a surgeon and therefore can be regarded as an ‘expert witness’ which gives added weight to the information in Source B about the problems faced by surgeons.

- Robertson was writing from his own knowledge and in his diary so this is a private record, not intending to influence anyone and is therefore likely to be reliable information about the limits to what they were able to do.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Methods of storing blood were being developed at this time. This made it possible to perform more transfusions.

- Blood banks were set up for the Battle of Cambrai, 1917, showing how the army could anticipate the need for transfusions and improve patients’ chances of survival.
| Question | How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front? In your answer, you must give the question you would ask and the type of source you could use.  
**Target:** Source analysis and use (the ability to frame historical questions).  
**AO3:** 4 marks. |
<table>
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<tbody>
<tr>
<td>2 (b)</td>
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</tbody>
</table>

**Marking instructions**

Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

- *Detail in Source B that I would follow up: ‘I could only transfuse an occasional patient.’* (1)
- *Question I would ask: Why were transfusions such a problem?* (1)

(No mark for a question that is not linked to following up Source B, e.g. ‘because it would be an interesting question to ask’.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

- *What type of source I would look for: Army medical records about how blood was stored and made available to the hospitals.* (1)
- *How this might help answer my question: This would help me to see if the problem was about the actual transfusion process or about the quantity of blood available.* (1)

Accept other appropriate alternatives.
Medicine in Britain, c1250–present

<table>
<thead>
<tr>
<th>Question</th>
<th>Explain one way in which people’s reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong>: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1].</td>
<td></td>
</tr>
<tr>
<td>AO2: 2 marks.</td>
<td></td>
</tr>
<tr>
<td>AO1: 2 marks.</td>
<td></td>
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</tbody>
</table>

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<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–2  | - Simple or generalised comment is offered about a similarity. [AO2]  
- Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| 2     | 3–4  | - Features of the period are analysed to explain a similarity. [AO2]  
- Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

**Marking instructions**
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

**Indicative content guidance**
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:
- People’s reactions were based on religion, for example fasting and praying during both epidemics, flagellants in 1348, the red cross and ‘Lord have mercy’ on the door in 1665.
- In both epidemics, people tried to purify the air by holding herbs to smell or burning fires/tar barrels.
Question 4

Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following in your answer:
- magic bullets
- high-tech treatment

You must also use information of your own.

Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>4</td>
<td>10–12</td>
<td>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</td>
</tr>
</tbody>
</table>
Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following in your answer:

- magic bullets
- high-tech treatment

You must also use information of your own.

Target:
Analysis of second order concepts: causation/ change [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

Level Mark Descriptor
0  No rewardable material.
1  1–3  A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown [AO1].
2  4–6  An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period [AO1].

Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.

3  7–9  An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied [AO1].

Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

4  10–12  An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied [AO1].

No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The role of science and the discovery of Salvarsan 606 as a magic bullet in the early twentieth century led to other new medicines which could target microbes and therefore a range of different diseases, for example penicillin.
- Research teams were important because scientists with different specialisms could share ideas.
- Government funding and the role of technology in the mass production of drugs, made treatment more widely available.
- The establishment of the NHS meant that there was improved access to treatment through both the GP and hospitals.
- New technologies made better diagnosis possible, leading to intervention at an earlier stage, when there is more chance of successful treatment, for example, the diagnosis and treatment of cancer.
- Attitudes towards government action changed, with the view developing that the government had a responsibility to take action on health issues and to ensure that the NHS was well funded.
<table>
<thead>
<tr>
<th>Question</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘There was little progress in medicine in Britain during the Renaissance period (c1500–c1700).’ How far do you agree? Explain your answer.</td>
<td></td>
</tr>
</tbody>
</table>

You may use the following in your answer:
- the work of William Harvey
- bloodletting and purging

You must also use information of your own.

**Target:** Analysis and evaluation of second order concepts: change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 10 marks.

**AO1:** 6 marks.

**Spelling, punctuation, grammar and the use of specialist terminology (SPaG):** up to 4 additional marks.

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<tbody>
<tr>
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<td>1–4</td>
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</tbody>
</table>
| 2 | 5–8 | • A simple or generalised answer is given, lacking development and organisation. [AO2]  
• Limited knowledge and understanding of the topic is shown. [AO1]  
• The overall judgement is missing or asserted. [AO2] |
| 3 | 9–12 | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]  
• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]  
• The overall judgement is given but its justification is asserted or insecure. [AO2]  
Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points. |
| 4 | 13–16 | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]  
• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]  
No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points. |
Marks for SPaG

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|             | 0    | - The learner writes nothing.  
- The learner’s response does not relate to the question.  
- The learner’s achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold    | 1    | - Learners spell and punctuate with reasonable accuracy.  
- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
- Learners use a limited range of specialist terms as appropriate. |
| Intermediate | 2–3  | - Learners spell and punctuate with considerable accuracy.  
- Learners use rules of grammar with general control of meaning overall.  
- Learners use a good range of specialist terms as appropriate. |
| High         | 4    | - Learners spell and punctuate with consistent accuracy.  
- Learners use rules of grammar with effective control of meaning overall.  
- Learners use a wide range of specialist terms as appropriate. |

Marking instructions

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Indicative content guidance

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Relevant points that support the statement may include:

- The work of Vesalius improved knowledge of anatomy but had little relevance to illness and treatment, therefore there was little change.
- The work of Harvey improved knowledge of physiology but had little impact on knowledge of disease and treatment therefore there was little change.
- Medical training was still dominated by the ideas of Galen, therefore little change was likely.
- Religion remained a key factor in people’s ideas about disease, prevention and treatment, for example Charles II continued the ceremony of ‘touching’ to cure scrofula.

Relevant points to counter the statement may include:

- The authority of the Church was declining and therefore people were more willing to challenge Galen’s ideas.
- The printing press meant that ideas could spread more rapidly and medical students/ doctors could see accurate drawings of the body even if they didn’t conduct dissections. This undermined Galen’s authority and made challenges to accepted ideas more possible.
- The Royal Society was set up to encourage scientific investigation and communication of new ideas.
- Thomas Sydenham stressed the importance of studying the symptoms of different diseases, leading to a new method of classification and differentiation of disease.
### Question

6

‘Jenner’s vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.’ How far do you agree? Explain your answer.

You may use the following in your answer.

- cowpox
- cholera

You must also use information of your own.

**Target:** Analysis and evaluation of second order concepts: significance/change [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 10 marks

**AO1:** 6 marks.

**Spelling, punctuation, grammar and the use of specialist terminology (SPaG):** up to 4 additional marks.

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<tr>
<td>0</td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–4  | ● A simple or generalised answer is given, lacking development and organisation. [AO2]  
       |       | ● Limited knowledge and understanding of the topic is shown. [AO1]  
       |       | ● The overall judgement is missing or asserted. [AO2] |
| 2     | 5–8  | ● An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]  
       |       | ● Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]  
       |       | ● The overall judgement is given but its justification is asserted or insecure. [AO2] |
| 3     | 9–12 | ● An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]  
       |       | ● Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
       |       | ● The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] |
| 4     | 13–16| ● An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]  
       |       | ● Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
       |       | ● Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] |

*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*
Jenner's vaccination against smallpox was a major breakthrough in the prevention of major killer diseases such as cholera which appeared as a new threat in the nineteenth century.

Preventive measures against disease did not change during the cholera epidemics of the nineteenth century, local authorities ordered barrels of tar to be burned, based on the idea of miasma.

Jenner was willing to offer free vaccinations so that all groups within society could receive protection from smallpox.

Relevant points to counter the statement may include:

- Many people resisted Jenner's vaccination because they disliked the idea of using a disease linked to animals or because vaccination was sometimes incorrectly applied and seemed to fail; it therefore had limited effect until it was made compulsory and enforced by the government in 1853 and 1871.
- Preventive measures against disease did not change – during the cholera epidemics of the nineteenth century, local authorities ordered barrels of tar to be burned, based on the idea of miasma.
- No one understood how or why the vaccination worked, and so this technique could not be applied to other major killer diseases such as cholera which appeared as a new threat in the nineteenth century.
- The application of Jenner's vaccination depended on the chance link between smallpox and cowpox; even if the link was understood, it could not be replicated for other diseases. Only after the work of Pasteur and Koch in the late nineteenth century could vaccination be understood and others developed.
Sample assessment materials for first teaching September 2016

Paper 1: Thematic study and historic environment (1HI0/12)

Option 12: Warfare and British society, c1250–present and London and the Second World War, 1939–1945
<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe two</strong> features of the East End of London that made it a target for the German Blitz.</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong> knowledge of key features and characteristics of the period.</td>
<td></td>
</tr>
<tr>
<td><strong>AO1:</strong> 4 marks.</td>
<td></td>
</tr>
</tbody>
</table>

**Marking instructions**

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

* e.g.
  * London’s docks were in the East End. Over a third of Britain’s trade passed through the port of London.
  * It was an area where materials were stored. This included coal supplies for the war effort.
  * It was a heavily populated part of the capital. A high casualty rate in this area would affect morale in the capital.

Accept other appropriate features and supporting information.
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2(a)</strong></td>
</tr>
<tr>
<td><strong>Target:</strong> Analysis and evaluation of source utility.</td>
</tr>
<tr>
<td><strong>AO3:</strong> 8 marks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.</td>
</tr>
<tr>
<td>2</td>
<td>3–5</td>
<td>Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</td>
</tr>
<tr>
<td>3</td>
<td>6–8</td>
<td>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</td>
</tr>
</tbody>
</table>

**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source A**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is important in the way it suggests that there were not enough public air-raid shelters or that they were not all accessible, therefore people looked for an alternative.
- The information in Source A is useful because it gives an insight into how people adapted their family routines during the Blitz. However, it relates to night time and does not provide information about precautions taken during daytime air raids.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The comment comes from a woman being interviewed for a book published in 1989 – the interviewer may have prompted Constance Holt to provide a positive slant on her comments or may have selected an unrepresentative comment, making it less useful.
- The woman is not speaking of times when an air raid was happening, so this positive view of calm might be unrealistic and therefore of limited use.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:
• Stations were fitted with bunks for thousands of people and shelter marshals were appointed to keep order. Approximately 170,000 people sheltered in the tunnels and stations during the war but Balham underground station was hit in 1940, showing that people were not always safe using the underground stations as shelters.

• The comment suggests that social activities, such as theatre trips, continued as normal, but there is no mention of the blackout or of the role of black-out wardens, air-raid wardens, fire watchers etc. that affected people’s activities.

**Source B**
The usefulness could be identified in terms of the following points which could be drawn from the source:

• Source B is useful for the way it shows the scale of the provision being made to allow people to stay in their own home.

• Source B gives a useful insight into the situation at the start of the war as this was clearly planned and organised even before war began.

• Source B is useful because it indicates the dimensions of the Anderson shelters and suggests they would have been cramped.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

• As a photograph it is likely to be accurate although we do not know if the distribution of Anderson shelters was carried out on a wide scale or even if this photograph was staged for propaganda purposes.

• This photograph is useful because it shows that large numbers of Anderson shelters were available before the start of the war which suggests that the government anticipated bombing raids and wanted to help people protect themselves.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

• Anderson shelters were provided free to low-income families and could be bought by others. They needed to be dug into earth, so Morrison shelters were also developed to provide safety within the home for those who did not have gardens. A building programme to provide public shelters, able to contain 50 people, was also begun in 1940.

• The government also anticipated gas attacks and provided gas masks for everyone, which people were supposed to carry with them at all times.
| Question 2 (b) | How could you follow up Source A to find out more about what was done to protect civilians in London from bombing raids? In your answer, you must give the question you would ask and the type of source you could use.  
**Target:** Source analysis and use (the ability to frame historical questions).  
**AO3:** 4 marks. |

**Marking instructions**

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.  
e.g.  
- **Detail in Source A that I would follow up:** The fact that bunks were put up along the platform. (**1**)
- **Question I would ask:** How were these bunks provided? (**1**)
(No mark for a question that is not linked to following up Source A, e.g. ‘because it would be an interesting question to ask’.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.  
e.g.  
- **What type of source I could use:** Records from London Underground showing how the bunks were first used. (**1**)
- **How this might help answer my question:** To see if this was an official arrangement and the bunks were provided by the government or London Underground or whether this was done by the people themselves as they began to use the underground stations each night. (**1**)

Accept other appropriate alternatives.
**Warfare and British Society, c1250–present**

<table>
<thead>
<tr>
<th>Question</th>
<th>Explain one way in which the reporting of war in Britain was different in the coverage of the Crimean War and the Iraq War (2003).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
<td>Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics [AO1].</td>
</tr>
<tr>
<td>AO2:</td>
<td>2 marks.</td>
</tr>
<tr>
<td>AO1:</td>
<td>2 marks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
</tr>
<tr>
<td></td>
<td>• Simple or generalised comment is offered about a difference. [AO2]</td>
</tr>
<tr>
<td></td>
<td>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
</tr>
<tr>
<td></td>
<td>• Features of the period are analysed to explain a difference. [AO2]</td>
</tr>
<tr>
<td></td>
<td>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]</td>
</tr>
</tbody>
</table>

**Marking instructions**
Markers must apply the descriptors above in line with the general marking guidance (page 3). Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

**Indicative content guidance**
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:
- During the Crimean War, photographs and articles were printed in the newspapers whereas during the Iraq War there were also television reports showing action directly.
- During the Crimean War there was a delay in the news reaching Britain but during the Iraq War coverage was almost immediate.
<table>
<thead>
<tr>
<th>Question</th>
<th>Explain why recruitment to the army in Britain has changed so much since 1900.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You may use the following in your answer:</td>
</tr>
<tr>
<td></td>
<td>• conscription</td>
</tr>
<tr>
<td></td>
<td>• National Service</td>
</tr>
<tr>
<td></td>
<td>You must also use information of your own.</td>
</tr>
</tbody>
</table>

**Target:** Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2**: 6 marks

**AO1**: 6 marks

<table>
<thead>
<tr>
<th>Level</th>
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<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>A simple or generalised answer is given, lacking development and organisation. [AO2]</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>4</td>
<td>10–12</td>
<td>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</td>
</tr>
</tbody>
</table>
Explain why recruitment to the army in Britain has changed so much since 1900.

You may use the following in your answer:

- conscription
- National Service

You must also use information of your own.

Target:
Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In 1900, recruitment to the army was voluntary but the size of the army needed to increase once the First World War started and therefore propaganda campaigns targeted different groups or different reasons to encourage men to join the army.
- The policy of attrition meant that the army needed to be continuously replenished so conscription in 1916 was initially of single men aged 18–41 but was quickly extended to include married men.
- After the end of the Second World War, a large permanent army was no longer needed so conscription was ended and replaced with national service.
- During the First and Second World Wars, women were recruited in auxiliary positions but as equality for women developed, recruitment also focused on recruiting women directly.
- The development of high-tech warfare has led to the need for recruitment to more specialised groups within the army.
- Developments in technology and media have led to propaganda and recruitment making use of the internet, film and television and social media as well as the more traditional methods of posters and articles.
Question 5

'The creation of the New Model Army (1645) was a turning point in the composition of the army in Britain in the period c1500–c1700.' How far do you agree? Explain your answer.

You may use the following in your answer:
- a standing army
- the use of cavalry, c1500-c1700

You must also use information of your own.

Target: Analysis and evaluation of second order concepts: significance/change [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 10 marks.
AO1: 6 marks.

Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0–4</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>5–8</td>
<td>A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]</td>
</tr>
<tr>
<td>2</td>
<td>9–12</td>
<td>An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>13–16</td>
<td>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
</tbody>
</table>
You must also use information of your own.

The composition of the New Model Army included not only cavalry but also a separate force of mounted infantry as dragoons, which became a feature in later armies.

Relevant points to counter the statement may include:

- The cavalry continued to be an important section within the army throughout the period, and was often drawn from the upper classes who could provide their own horses.
- Throughout the period 1500–1700, infantry continued to be largely untrained and often poorly equipped.
- The creation of the New Model Army, under the command of Fairfax, with Cromwell as his second-in-command and lieutenant-general of horse, was unusual; throughout the rest of period 1500-1700, armies tended to fight as separate components, under their individual commanders.
- Before 1645, command within the army depended on social status. The New Model Army demonstrated a new approach to promotion based on merit but this was temporary.
Question

6

‘The use of artillery was the main reason why warfare changed during the period c1700–c1900.’ How far do you agree? Explain your answer.

You may use the following in your answer.
- the use of infantry squares during the Battle of Waterloo
- the use of artillery during the Crimean War

You must also use information of your own.

Target: Analysis and evaluation of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 10 marks.

AO1: 6 marks.

Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–4  | A simple or generalised answer is given, lacking development and organisation. [AO2]  
|       |      | Limited knowledge and understanding of the topic is shown. [AO1]  
|       |      | The overall judgement is missing or asserted. [AO2] |
| 2     | 5–8  | An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]  
|       |      | Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]  
|       |      | The overall judgement is given but its justification is asserted or insecure. [AO2]  
|       |      | **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.** |
| 3     | 9–12 | An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]  
|       |      | Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
|       |      | The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]  
|       |      | **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.** |
| 4     | 13–16| An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]  
|       |      | Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
|       |      | Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]  
|       |      | **No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.** |
### Marks for SPaG

<table>
<thead>
<tr>
<th>Performance</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>Learners spell and punctuate with reasonable accuracy.</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</td>
</tr>
<tr>
<td>2–3</td>
<td>-</td>
<td>Learners spell and punctuate with considerable accuracy.</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>Learners use rules of grammar with general control of meaning overall.</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>Learners spell and punctuate with consistent accuracy.</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>Learners use rules of grammar with effective control of meaning overall.</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>Learners use a wide range of specialist terms as appropriate.</td>
</tr>
</tbody>
</table>

#### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

#### Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Artillery could be used at long range and therefore decreased the effectiveness and importance of the cavalry.
- Cannon were often deployed at the corners of infantry squares, making them a key component of the army.
- In the Crimean War, the use of cannon led to the development of trench warfare, involving more sieges and defensive tactics.

Relevant points to counter the statement may include:

- Cannon could be ineffective in wet weather and in the early years they were often unreliable, and so they did not lead to immediate changes in warfare.
- Cannon were effective only at a distance, once the armies were in close contact, cannon had little impact, and so many tactics did not change.
- The new tactic of infantry squares was a very effective way of withstanding cavalry charges at Waterloo and therefore led to changes in both deployment and combat.
- Warfare changed because the development of a permanent army allowed a greater emphasis on training and drill and therefore a greater range of tactics in battle.
- Warfare changed because of army reforms and changes to recruitment and promotion which all changed the nature of the army to a more professional standing.
Sample assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/20 and 21)

Part A: Period study options

**Options 20/21: Spain and the ‘New World’, c1490–c1555**
### Part A: Period study: Spain and the 'New World', c1490–c1555

<table>
<thead>
<tr>
<th>Question</th>
<th>Explain two consequences of the New Laws (1542).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Target:</strong> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</td>
</tr>
<tr>
<td></td>
<td><strong>AO2:</strong> 4 marks. <strong>AO1:</strong> 4 marks.</td>
</tr>
<tr>
<td></td>
<td><strong>NB</strong> mark each consequence separately (2 x 4 marks).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
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**Marking instructions**

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**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The New Laws strengthened royal control over the area by regulating the number of Indians who could be forced into work by officials and landholders.
- The intention of the New Laws to abolish enslavement and end the encomienda system led to a revolt led by Gonzalo Pizarro.
- The Viceroy of New Spain did not implement them and therefore sent a party to Spain to argue against them.
- The opposition to the New Laws alarmed King Charles I and in 1545 he revoked the rule that the encomienda system would not be hereditary.
Question

2 Write a narrative account analysing the key events of 1519–21 that led to the Aztec surrender.

You may use the following in your answer:
- Cortes’s expedition (1519)
- the capture of Tenochtitlan (1521)

You must also use information of your own.

Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].

AO2: 4 marks.
AO1: 4 marks.

<table>
<thead>
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<tbody>
<tr>
<td>0</td>
<td></td>
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Marking instructions

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The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:
- When Cortes met Montezuma in 1519, the Aztecs thought he was associated with their gods and treated the Spanish well, allowing them to influence Aztec affairs.
- Cortes held Montezuma as prisoner and acted against the Aztec nobles and religion, which angered the Aztecs and undermined the power of Montezuma. In 1520, the Spanish massacred many Aztecs, stimulating a revolt against the Spanish.
- When Cortes returned, the Spanish situation was desperate but they managed to retreat and Cortes persuaded his Tlaxcalan allies to stay with him; they formed an important element in the next stage of his war against the Aztecs.
- The Aztec capital, Tenochtitlan, was on a lake so Cortes built a fleet of boats with the Tlaxcalans’ help and had a canal dug to enable his ships to reach the lake. The towns around the lake all surrendered, leaving Tenochtitlan isolated.
- The Aztecs were besieged and cut off from supplies and could not fight effectively against Cortes’ force of about 250,000, equipped with cannon, guns and crossbows.
- The Spanish landed on the south island. They captured Tenochtitlan by fighting their way through the city over several days, forcing the starving Aztecs to surrender.
3. Explain two of the following:
   - The importance of the Treaty of Tordesillas (1494) for Spanish exploration.
   - The importance of Balboa’s claim of authority over the Pacific (1513) for the expansion of the Spanish empire.
   - The importance of the capture of Atahuallpa (1533) for the Spanish defeat of the Incas.

**Target:** Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 8 marks.

**AO1:** 8 marks.

NB: mark each part of the answer separately (2 x 8 marks).

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**Marking instructions**

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Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

**The importance of the Treaty of Tordesillas (1494) for Spanish exploration**

Relevant points may include:
- The treaty was after Columbus’s first voyage and effectively recognised Spanish control over the Caribbean.
- The treaty was intended to allow Spain and Portugal each to have a monopoly of exploration in different areas and therefore prevent conflict between them.
- The treaty was important as it showed that Spain had ambitions to rival Portugal and gain new lands for trade and colonisation.
- The treaty shifted the division agreed in 1493 to one which benefited Portugal, allowing Portuguese ships sailing around Africa to avoid unfavourable winds and tides but left the route westwards to America under Spanish control.

**The importance of Balboa’s claim of authority over the Pacific (1513) for the expansion of the Spanish empire**

Relevant points may include:
- The Spanish had already claimed much land in the area, so this was an important way of safeguarding and increasing control.
- This was important because it challenged Portuguese claims to establish an empire in the New World.
- The discovery and claim of authority over the Pacific was important because it was believed that lands in this area were even richer in gold than those already known and pearls were abundant in some areas.
- While exploring the area, Balboa accumulated a great treasure and sent one-fifth to Spain, which encouraged further exploration and conquest.

**The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas**

Relevant points may include:

- When Atahualpa was taken prisoner, many of the Incas fled, which left the Spanish in control of the area.
- Atahualpa offered to ransom himself with gold, which was an important stage in halting the fighting – the collection of his ransom was important because it demonstrated the wealth available.
- Atahualpa cooperated with the Spanish to eliminate his family which removed any rivals for the throne and helped the Spanish to keep control.
- Atahualpa’s death was important because it enabled the Spanish to replace him with Manco, who was a puppet king and unable to organise resistance.
Sample assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/22 and 23)

Part A: Period study options

**Options 22/23: British America, 1713–83: empire and revolution**
### Question

**1** Explain *two* consequences of the French and Indian War for the American colonists in the years 1754–63.

**Target:** Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].

- **AO2:** 4 marks.
- **AO1:** 4 marks.

**NB** mark each consequence separately (2 x 4 marks).

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**Marking instructions**

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**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- 25,000 Americans joined militias and gained military experience.
- The Americans benefited economically through supplying the British.
- Poor relations developed between British soldiers and the Americans, with the Americans feeling that British officers were often incompetent.
- The Americans began to develop a sense of identity and unity through cooperating in their defence.
<table>
<thead>
<tr>
<th>Question</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Write a narrative account analysing the ways in which piracy was suppressed in American waters in the years 1717–c1720.</td>
<td></td>
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</tbody>
</table>

You may use the following in your answer:
- George I’s Proclamation, 1717
- Governor Spotswood

You must also use information of your own.

**Target:** Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].

**AO2:** 4 marks.
**AO1:** 4 marks.

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**Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.**

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<td>George I’s Proclamation of 1717 offered a pardon to any pirate who gave up that way of life, and so several pirates, including Teach, were pardoned.</td>
</tr>
<tr>
<td>Teach and others returned to piracy shortly after receiving a pardon.</td>
</tr>
<tr>
<td>Governor Spotswood had an act passed for the suppression of piracy that offered a £100 reward for the death or capture of Teach and created an incentive for others to help suppress piracy.</td>
</tr>
<tr>
<td>Governor Spotswood of Virginia heard that pirates were fortifying an island to use as a base and he used his own money to equip two ships to attack that base in 1718.</td>
</tr>
</tbody>
</table>
Lieutenant Maynard tricked Teach, and in the fight Teach was killed; Maynard took Teach’s head back to Virginia to display as a deterrent.

The British navy carried out a programme of action against pirates, which had greatly reduced pirate activity by c1720.
Question 3

Explain two of the following:

- The importance of the Paxton Boys (1763–64) for government in Pennsylvania.
- The importance of the Boston Tea Party for relations with Britain, 1773–74.
- The importance of the Battle of Saratoga (1777) for the American victory in the war.

**Target:** Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 8 marks.

**AO1:** 8 marks.

**NB** mark each part of the answer separately (2 x 8 marks).

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**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

**The importance of the Paxton Boys (1763–64) for government in Pennsylvania**

Relevant points may include:

- The Paxton Boys were a vigilante group, which is important as it demonstrated dissatisfaction with the formal government in the circumstances of Pontiac’s Rebellion.
- The 50-strong Paxton Boys murdered six Native Americans in the village of Conestoga and then broke into the jail where the remaining Native Americans had been placed in protective custody by government officials; this is important as it shows a breakdown in law and order and rising racial tension.
- The Paxton Boys planned to attack other Native Americans who fled to Philadelphia and several hundred Paxtonians followed them; this is important as it shows that the issue could escalate to other colonies.
- The Paxtonians were only persuaded to back down by the promise of protection against future Native American attacks, which was important because it brought into question the Proclamation Line, which had been declared after the Pontiac Rebellion.
The importance of the Boston Tea Party for relations with Britain, 1773–74
Relevant points may include:

- The Boston Tea Party was important because it was a direct challenge to Britain’s authority and it provoked a more hardline response in Britain, following this third challenge to British policies.
- The actions were carried out by members of the Sons of Liberty and witnessed by a large crowd, which is important as it shows the action in defiance of British rule had the approval of many.
- The Boston Tea Party was important because the British government responded with the ‘Intolerable Acts’ (1774), which further inflamed the situation.
- The Boston Tea Party was important as it led to similarly worsening relations in other colonies, for example in 1774 when New Yorkers distributed tea from the ship Nancy.

The importance of the Battle of Saratoga (1777) for the American victory in the war
Relevant points may include:

- The British were forced to retreat to Saratoga and were surrounded; this was important as it led the British forces to open negotiations to surrender.
- This battle was significant as it was the first major defeat of the British by the Americans and changed the balance of power between them.
- The American victory led the British government to open negotiations to end the war.
- The American victory also persuaded the French to enter the war against Britain and since Spain was an ally of France, Spain also entered the war.
Sample assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/24 and 25)

Part A: Period study options

**Options 24/25: The American West, c1835–c1895**
**Part A: Period study: The American West, c1835–c1895**

<table>
<thead>
<tr>
<th>Question</th>
<th>Explain two consequences of the Fort Laramie Treaty (1851).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</td>
</tr>
<tr>
<td><strong>AO2:</strong></td>
<td>4 marks.</td>
</tr>
<tr>
<td><strong>AO1:</strong></td>
<td>4 marks.</td>
</tr>
<tr>
<td><strong>NB</strong></td>
<td>mark consequence separately (2 x 4 marks).</td>
</tr>
</tbody>
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| 2 | 3–4 | • Features of the period are analysed to explain a consequence. [AO2]  
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**Marking instructions**
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**Indicative content guidance**
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Relevant points may include:

- It meant that settlers on the Oregon Trail were guaranteed safety in return for a 50-year annuity, so it helped increase settlement.
- It allowed roads and houses to be built, which meant that the Native Indian lifestyle was undermined.
- It reinforced the US government belief that the West could be won by a series of laws and treaties and so paved the way for further ‘agreements’.
- The failure to ensure that the treaty was adhered to led to resentment among the Native Americans (many of whom did not agree with it) and further displacement in the face of mass immigration into the area as a result of, for example, the gold rush, so it embittered relations.
Question

2  Write a narrative account analysing the ways in which the cattle industry grew in the years 1865–74.

You may use the following in your answer:
• The Goodnight-Loving Trail (1866)
• the introduction of barbed wire (1874)
You must also use information of your own.

Target: Analytical narrative (i.e. analysis of causation/consequence/change [AO2]; Knowledge and understanding of features and characteristics) [AO1].
AO2: 4 marks.
AO1: 4 marks.

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|       |      | • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]  
|       |      | **Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.** |
| 3     | 6–8  | • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]  
|       |      | • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]  
|       |      | **No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.** |

Marking instructions

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Indicative content guidance

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Relevant points may include:

• The establishment of the Goodnight-Loving Trail in 1866 meant it was possible to drive cattle from Texas to Wyoming. This trail crossed Indian territory and so offended local tribes, but also provided beef to supply the Indian reservations.
• At the beginning of 1866, millions of Texan cattle needed to be moved north to more lucrative markets. This created a need to be able reach the newly built railroad.
• McCoy became involved in the establishment of Abilene, which provided a safe link to Kansas Pacific Railway.
• Abilene was near the head of Chisholm Trail and flourished as Texan ranchers sent cattle north, leading to a beef bonanza with around two million cattle passing through.
• Some cattlemen decided it would be more beneficial to establish ranches on the Plains. One such ranger was Iliff. He set up open-range ranching in Wyoming in 1867 and won a government contract in 1868 to supply beef to the Sioux reservation.

• The setting up of open range ranching caused conflict with the homesteaders. This was because cattle roamed free. The mass production of barbed wire from 1874 meant areas could be fenced cheaply.
Question

3

Explain two of the following:

- The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West.
- The importance of the winter of 1886–87 for the cattle industry.
- The importance of the Dawes Act (1887) for the way of life of the Plains Indians.

Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 8 marks.
AO1: 8 marks.

NB mark each part of the answer separately (2 x 8 marks).

Level | Mark | Descriptor
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1 | 1–2 | • A simple or generalised answer is given, showing limited development and organisation of material. [AO2]
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2 | 3–5 | • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]
• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]

3 | 6–8 | • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]
• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

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The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West

Relevant points may include:

- People could now travel more easily across the West. This made it easier to carry on settlement by having law officers, officials etc.
- Supplies, such as machinery, timber, raw materials and seeds could be more easily transported to help settlement in the East and cities such as Dallas, Denver and Los Angeles grew.
- It made the West less of an outpost. It could be reached with ease and the railroads helped stimulate a second wave of migration to the Plains.
- It stimulated trade in the West by opening up access to markets in the East and elsewhere. When refrigerated cars were introduced, beef could be transported with ease across the USA and later overseas.
### The importance of the winter of 1886–87 for the cattle industry

Relevant points may include:

- The terrible conditions led to the death of thousands of cattle and dealt a serious blow to the cattle trade and traders.
- It marked the end of the cattle boom at the time. The cattle traders decided that a new approach was needed. There was no point restocking to the levels that had existed before.
- It intensified the impact of other factors that brought the cattle boom to an end – most notably the diminishing supply of grass, falling demand and falling prices.
- It changed the basic way of cattle rearing in the West. The system of large, free-roaming herds that had to be collected by ‘round ups’ was gone. Now there were smaller-scale, penned-in farms with hay fed to cattle to survive the winter.

### The importance of the Dawes Act (1887) for the way of life of the Plains Indians

Relevant points may include:

- It brought about changes in the way the Plains Indians lived. The land was broken into allotments and the Native Americans who accepted the deal were given US citizenship.
- It led to further diminution of the land available to the Plains Indians. Within 10 years the amount of land available to them had halved.
- It was a major stepping stone on the way to destroying the existing Native Indian way of life. They now had to learn to be farmers, which was an alien concept to them.
- It reflected the fact that the US government was misguided and mistaken in its approach to the Plains Indians. Dawes wanted to benefit them, but the Act actually seriously damaged them.
Sample assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/26 and 27)

Part A: Period study options

**Options 26/27: Superpower relations and the Cold War, 1941–91**
### Part A: Period study: Superpower relations and the Cold War, 1941–91

<table>
<thead>
<tr>
<th>Question</th>
<th>Explain two consequences of the Cuban Missile Crisis (1962).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Target:</strong> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. <strong>NB</strong> mark each consequence separately (2 x 4 marks).</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</td>
</tr>
</tbody>
</table>

### Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

### Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:
- It led to the Soviet Union removing all its nuclear missiles from Cuba and, later, American missiles from Turkey.
- It encouraged a more positive atmosphere in the Cold War. From the depths of near-war came the setting up of the hotline between Washington and Moscow.
- It led to the signing of the Limited Test Ban Treaty in 1963 and a further thaw in the Cold War.
- It resulted in Kennedy being seen as a strong world leader, but it damaged Khrushchev’s position and he was dismissed in 1964.
Question 2

Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:
- Stalin’s fears
- the Airlift

You must also use information of your own.

Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].

AO2: 4 marks.
AO1: 4 marks.

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td></td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] Limited knowledge and understanding of the events is shown. [AO1]</td>
</tr>
<tr>
<td>2</td>
<td>3–5</td>
<td>A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>6–8</td>
<td>A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</td>
</tr>
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</table>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:
- The Allies' rebuilding of the economy in western Germany through the Marshall Plan caused Stalin’s increased concern.
- The formation of Bizonia and a new currency led Stalin to fear that western Germany would be an economic threat to the Soviet Union’s security.
- Stalin cut off road and rail routes into West Berlin (starting 15 June 1948) to force the Allies to back down and possibly abandon their zones.
- The Allies decided to bypass the blockade by flying supplies into Berlin. This was because the alternative was to break the blockade, which might cause war.
The Allies made a large number of flights into different parts of Berlin and developed Tegel airport to receive supplies. This brought about the defeat of Stalin’s plan.

As a consequence of the Allies’ action, Stalin called off the blockade. This made the Allies look strong and discredited Stalin. Further consequences were that in May 1949, West Germany was formed and in October 1949 East Germany was formed.
Question

3 Explain two of the following:

- The importance of the events in Hungary in 1956 for the development of the Cold War.
- The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union.
- The importance of Gorbachev’s ‘new thinking’ for Soviet control of Eastern Europe.

Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 8 marks.
AO1: 8 marks.

NB mark each part of the answer separately (2 x 8 marks).

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<td>No rewardable material.</td>
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<td>1</td>
<td>1–2</td>
<td>A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</td>
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<tr>
<td></td>
<td></td>
<td>Limited knowledge and understanding of the topic is shown. [AO1]</td>
</tr>
<tr>
<td>2</td>
<td>3–5</td>
<td>An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</td>
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<tr>
<td></td>
<td></td>
<td>Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</td>
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<tr>
<td>3</td>
<td>6–8</td>
<td>An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</td>
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</table>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).
Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of the events in Hungary in 1956 for the development of the Cold War

Relevant points may include:

- Khrushchev had been in power for only two years and so needed to show the strength of his leadership, which intensified the Cold War.
- Khrushchev had criticised Stalin’s approach to the Warsaw Pact countries and events in Hungary offered him a chance to show the world (and the Warsaw Pact) that the Soviet Union still intended to keep control.
- Nagy’s threat to leave the Warsaw Pact undermined the Soviet approach to controlling Europe and ensuring the safety of the Soviet Union.
- The failure to act discredited the west as upholders of democratic freedom. The United Nations was also discredited. Khrushchev was strengthened and any hope of a thaw in the Cold War ended.
**The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union**

Relevant points may include:

- Brezhnev had only just come to power and US was waiting to see his policies. His firm action made them realise that he would be a tough adversary.
- The types of reform being proposed in Czechoslovakia (trade unions, foreign travel etc) could threaten Soviet control of the Warsaw Pact and encourage the US to take a tougher stance in Europe.
- Brezhnev took strong measures, which showed his determination to maintain control. The Brezhnev Doctrine made it plain that events in Czechoslovakia had not weakened the stance of the Soviet Union, so Soviet/US relations would continue to be strained.
- It showed that wider politics between the US and the Soviet Union were more important than individual countries. The US and Soviet Union had secretly agreed that the Soviets would not intervene in Vietnam and the US would not interfere in Czechoslovakia.

**The importance of Gorbachev’s ‘new thinking’ for Soviet control of Eastern Europe**

Relevant points may include:

- Gorbachev’s new thinking was based on recognition of the weakness of the Soviet economy and loss of faith in communism, so this might encourage the rest of Eastern Europe to consider leaving the Warsaw Pact.
- The type of reforms being introduced in the Soviet Union were what reformers in Warsaw Pact countries wanted (especially the abandonment of the Brezhnev Doctrine and the freeing of dissidents), so they encouraged opposition to Moscow.
- Gorbachev’s new thinking encouraged policies which actually weakened the Soviet Union and caused division, making control of Eastern European countries more difficult. They ultimately led to the breakup of the Soviet Union.
- Gorbachev withdrew troops from Eastern Europe because the Soviet Union was short of money, so this weakened central control.
Sample assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/28 and 29)

Part A: Period study options

**Options 28/29: Conflict in the Middle East, 1945–95**
Part A: Period Study: Conflict in the Middle East, 1945–95

Question 1
Explain **two** consequences of the continued dispute over the Suez Canal, 1967–73.

**Target:** Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 4 marks.

**AO1:** 4 marks.

**NB** mark each consequence separately (2 x 4 marks).

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<tbody>
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       |      | • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1] |
| 2     | 3–4  | • Features of the period are analysed to explain a consequence. [AO2]  
       |      | • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1] |

**Marking instructions**
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

**Indicative content guidance**
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Egypt would not allow Israeli ships through the Canal and therefore Israel would not allow Egypt to clear sunken ships from the Canal; this affected the safe passage of other ships and trade of all nations that normally used the Canal.
- Israel occupied Sinai and would bombard Egyptian cities along the Canal; the result of this was intermittent fighting, which was costly for both Israel and Egypt in terms of men and equipment.
- The continued conflict placed Nasser in a difficult position – he could not protect Egyptian cities or dislodge the Israelis and he did not receive help from other Arab states.
- When Anwar Sadat (1970) wanted to clear the Canal and rebuild Egyptian cities, he worked with Saudi Arabia to plan a new attack on Israel in 1973.
<table>
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<tr>
<th>Question</th>
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<tbody>
<tr>
<td>2</td>
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<tr>
<td>Write a narrative account analysing the key events of 1945–48 that led to the creation of Israel.</td>
</tr>
</tbody>
</table>

You may use the following in your answer:
- the attack on the King David Hotel (1946)
- the UN vote on partition (1947)

You must also use information of your own.  

**Target:** Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].

**AO2:** 4 marks.

**AO1:** 4 marks.

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<tbody>
<tr>
<td>0</td>
<td>0–1</td>
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| 1     | 1–2  | A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]  
|       |      | Limited knowledge and understanding of the events is shown. [AO1] |
| 2     | 3–5  | A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]  
|       |      | Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]  
|       |      | **Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.** |
| 3     | 6–8  | A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]  
|       |      | Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]  
|       |      | **No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.** |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:
- British policy of limiting Jewish immigration and keeping the peace between Jews and Arabs increased tension in the Middle East.
- In 1945, the Zionist Conference brought about a policy of active opposition to British rule and so the Haganah (defence force) was ordered to cooperate with the Stern Gang and the Irgun.
- A series of attacks were made on British military bases and personnel from April 1946, including the attack on the King David Hotel, placing increasing pressure on the British to leave.
- In 1947, the ship 'Exodus' was forced to return to Europe, carrying 4500 Jewish refugees; this was widely criticised and there was much sympathy for the Jews.
• Britain requested help from the UN, which set up a Special Committee on Palestine (UNSCOP) and recommended partition in November 1947.
• Fighting broke out in Palestine, some Arabs left voluntarily but others were forced out, for example in the Jewish attack on the village of Deir Yassin in April 1948.
3 Explain two of the following:

- The importance of the Cairo Conference (1964), for the Arab states in the years 1964–73.
- The importance of the Munich Olympics (1972) for international attitudes towards the Palestinian problem.
- The importance of President Sadat’s visit to Israel (1977) for relations between Israel and Egypt in the years 1977–79.

Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 8 marks.
AO1: 8 marks.

NB mark each part of the answer separately (2 x 8 marks).

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<td>3</td>
<td>6–8</td>
<td>An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</td>
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Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

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Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of the Cairo Conference (1964) for the Arab states in the years 1964–73

Relevant points may include:

- The Cairo Conference was important because it showed a change of policy from the Arab states, which were prepared to take joint action against Israel.
- The fact that Egypt called the conference was important as it reinforced the perception of Egypt as the leading Arab state.
- The conference was important in the way Nasser showed an ability to manipulate the situation, presenting an Israeli plan to divert the River Jordan as a wider threat to all Arab states.
- The conference highlighted the issue of Palestinian land and refugees and the support of the Arab states for their demands because the PLO was set up.
The importance of the Munich Olympics (1972) for international attitudes towards the Palestinian problem
Relevant points may include:
- A clear policy of resistance to terrorism from both the Israeli and German governments showed that the authorities did not intend to allow their policies to be influenced by terrorism.
- The Olympics are a high-profile sporting event, and so the Black September attack was headline news around the world and highlighted the Palestinian issue.
- Public opinion was shocked at the way a dispute over events in the Middle East made societies in Europe vulnerable to terrorism.
- This highlighted the issue of Palestine and the demands of the PLO, bringing international pressure to attempt a solution.

The importance of President Sadat’s visit to Israel (1977) for relations between Israel and Egypt in the years 1977–79
Relevant points may include:
- This was the first official Arab recognition of the state of Israel, which opened the possibility of reaching a solution to problems through negotiations.
- His trip to Israel showed personal bravery and a willingness to trust Israel. This set a precedent, which Begin then matched by visiting Egypt.
- Sadat spoke directly to the Israeli parliament, making this more than a personal rapprochement; this would be reported in the media, signalling a willingness to improve relations with the government and people of Israel.
- The relationship was the beginning of cooperation between the two leaders, which was further developed when they both went to the US to meet President Carter in 1978, and cemented by the Treaty of Washington in 1979.
Sample assessment materials for first teaching September 2016

Paper 2: Period study and British depth study (1HI0/20, 22, 24, 26 and 28)

Part B: Medieval depth options

B1: Anglo-Saxon and Norman England, c1060–88

B2: The reigns of King Richard I and King John, 1189–1216
### Question

<table>
<thead>
<tr>
<th>4 (a)</th>
<th>Describe <strong>two</strong> features of the Witan.</th>
</tr>
</thead>
</table>

**Target:** Knowledge of key features and characteristics of the period.

**AO1:** 4 marks.

### Marking instructions

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

*e.g.*

- **It was a council of leading Saxon nobles (1), which made important decisions such as selecting the monarch (1).**
- **The Witan gave advice to the monarch (1), which helped the monarch deal with rebels and those who were suspected of disaffection (1).**
- **There was no fixed meeting place for the Witan (1); it met where the monarch decided (1).**

Accept other appropriate features and supporting information.
4 (b) Explain why there was a disputed succession to the English throne when William I died.

You may use the following in your answer:
- Normandy
- Bishop Odo

You must also use information of your own.

**Target:** Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].  
**AO2:** 6 marks.  
**AO1:** 6 marks.

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<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | - A simple or generalised answer is given, lacking development and organisation. [AO2]  
- Limited knowledge and understanding of the topic is shown. [AO1] |
| 2     | 4–6  | - An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]  
- Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]  
Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points. |
| 3     | 7–9  | - An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]  
- Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points. |
| 4     | 10–12| - An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]  
- Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points. |
Explain why there was a disputed succession to the English throne when William I died. You may use the following in your answer:

- Normandy
- Bishop Odo

You must also use information of your own.

Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks

AO1: 6 marks

Level Mark Descriptor
0 No rewardable material.
1 1 – 3 • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2 4 – 6 • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]

Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.

3 7 – 9 • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

4 10 – 12 • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]

No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- William Rufus was the second-in-line to the throne and he had been made heir instead of the elder surviving son Robert, which went against Norman custom and practice.
- There had been a dispute between William I and Robert, which had led to Robert’s disinherirtance in England.
- Robert was bequeathed Normandy despite fighting his father. William Rufus was made heir to the English throne. Both wanted the territory in its entirety.
- Both claimants had good claims to the throne and this naturally led to divisions in support.
- The barons wanted the two territories to be united as one. Some feared William would dispossess them, and so supported Robert in his claim for the English throne.
- Leader of the rebels was Odo, who sought to maintain his power in England. The barons and Odo saw Robert as the weaker of the two and hoped for personal increase in power and status, and thus sought to remove Rufus.
### Question

4 (c) (i)  ‘The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.’ How far do you agree? Explain your answer.

You may use the following in your answer:
- The design of motte and bailey castles
- Lanfranc and the Church

You **must** also use information of your own.

**Target**: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2**: 10 marks.
**AO1**: 6 marks.

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*Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.* |
| 3 | 9–12 | - An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]  
- Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
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| 4 | 13–16 | - An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]  
- Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]  
- Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]  

*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |
Marking instructions

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Indicative content guidance

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Relevant points which support the statement may include:

- The design of motte and bailey castles meant that they could be erected easily and quickly (Dover in eight days) it has been estimated that c500 were built in William’s reign.
- Castles were built at strategic points in the country and garrisoned. They became a symbol of Norman power.
- Norman lords used castles as their base to give them status and control over the local area.
- The castles also offered protection for locals, and so had a useful function in winning support amongst the Anglo-Saxon population.

Relevant points which counter the statement may include:

- The appointment of Lanfranc gave William power over the Church, and the Church exerted a strong influence over the Anglo-Saxon population; indeed William was genuinely accepted as king by a large proportion of the population.
- Land was given to William’s supporters, and this helped William control the country just as much as castles did.
- Rival claimants to the throne were weak and did not win the support of foreign allies, and so it could be argued that the many castles in England were often redundant.
- William’s ferocity in 1069 showed what would happen to rebels and clearly showed Norman military might, which did not rely on castles; rebellions were weak and uncoordinated and were easily defeated.
**Question**

4 (c) (ii) 'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.' How far do you agree? Explain your answer.

You may use the following in your answer:
- Archbishop Stigand
- monasteries
You must also use information of your own.

**Target**: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2**: 10 marks.
**AO1**: 6 marks.

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Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.

Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.
Marking instructions

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Relevant points which support the statement may include:

- Removing Stigand meant that the most senior cleric was Norman not Anglo-Saxon, and he was the last link to Harold.
- Stigand had been at Harold’s coronation, and his removal meant the Church could not question William’s claim – and this made William’s grip more secure.
- Lanfranc’s appointments to high positions in the Church were almost always of Norman heritage, and thus William’s desire to control the Church was fulfilled.
- Lanfranc attempted to keep as much independence from the Papacy as possible for the English church, which in effect meant greater Norman control of England.

Relevant points to counter the statement may include:

- The consequence of Lanfranc’s appointment had important consequences for the legal system and also the Church in England – his work on civil and canon law and the court system were significant in the development of England’s common law.
- Lanfranc began to introduce important reforms to the Church and enforced celibacy on English clerics.
- Lanfranc encouraged the development of monasticism and its values throughout England.
- Lanfranc attempted to maintain high standards of discipline and education among the clergy. These reforms added to the influence of the Church on everyday life.
### B2: The reigns of King Richard I and King John, 1189–1216

<table>
<thead>
<tr>
<th>Question</th>
<th>Describe two features of knight service in the years 1189–1216.</th>
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</thead>
<tbody>
<tr>
<td>5 (a)</td>
<td><strong>Target</strong>: Knowledge of key features and characteristics of the period.</td>
</tr>
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</table>

**Marking instructions**

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

- *The knight held land in return for completing military service for a lord (1)*. Service was a specified number of days per year (1).
- *He had to help the Lord if he was imprisoned (1) and would help to raise a ransom in order to free the Lord (1).*
- *He had to accompany the Lord (1) and this would thus increase his power and importance (1).*

Accept other appropriate features and supporting information.
**Question**

5 (b) Explain why there were anti-Jewish pogroms in 1189–90.

You may use the following in your answer:
- moneylending
- the coronation of Richard I

You must also use information of your own.

**Target:** Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 6 marks.

**AO1:** 6 marks.

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Explain why there were anti-Jewish pogroms in 1189–90. You may use the following in your answer:
• moneylending
• the coronation of Richard I
You must also use information of your own.

Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

Marking instructions
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The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:
• The Jews played a disproportionate role in moneylending because religious dogma prevented Christians from engaging in it, and many important people were in debt to Jews.
• The death of Aaron of Lincoln, who was allegedly the richest man in England, highlighted the enormous wealth of some Jews and provoked resentment.
• There were superstitions about Jews attending a Christian coronation service and this provoked antipathy and fear.
• There were rumours of Richard’s displeasure at their attendance at his coronation and some felt it necessary to try to please him, and so attacks began in London.
• After the outbreak of violence in London, attacks spread and these culminated in the York pogrom.
• The crusades had contributed to anti-semitism; these had created a perception that Jews were infidels who had to be dealt with.
**Question**

5 (c) (i)

‘The loss of Normandy was the main consequence of England’s involvement in fighting overseas in the years 1189–1204.’ How far do you agree? Explain your answer.

You may use the following in your answer:
- war against Philip II of France
- Richard I’s ransom

You must also use information of your own.

**Target:** Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 10 marks.

**AO1:** 6 marks.

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Relevant points which support the statement may include:

- Normandy was always seen the most important part of the lands owned by William and his successors – even to Richard and John – and so its loss was a significant blow.
- The loss of Normandy had a serious impact on many of the nobility, who had previously held land on both sides of the channel; they were now forced to choose between England and Normandy.
- Richard spent the final five years of his reign fighting Philip II in France, and it took huge amounts of money – in particular in relation to the cost of building Chateau Gaillard.
- John continued to fight Philip II for Normandy, and this caused financial problems and led to unpopular impositions throughout his reign.

Relevant points to counter the statement may include:

- Richard exploited streams of revenue in order to raise money for the crusade, and so began financial problems for the country that would continue.
- A consequence of involvement in the crusade was that Richard found himself hostage and England was forced to raise a huge ransom for him in 1194.
- War meant Richard was often absent and this caused great uncertainty and resentment among leading figures.
- War brought to a head the succession issue, which forced John’s hand with his nephew Arthur.
**Question**

5 (c) (ii) ‘King John’s attempts to raise money were the main reason for the barons’ rebellion of May–June 1215.’ How far do you agree? Explain your answer.

You may use the following in your answer:
- taxes
- loss of land

You must also use information of your own.

**Target:** Analysis and evaluation of second order concepts: causation [AO2]; knowledge and understanding of features and characteristics [AO1].

**AO2:** 10 marks.

**AO1:** 6 marks.

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Relevant points which support the statement may include:

- Taxes were needed to raise revenues for foreign ventures – scutage raised more than previous monarchs; taxes, such as tallage, incurred resentment and caused barons to oppose John openly.
- John continued to levy carucage, a land tax, and this displeased the barons.
- John had used inheritance ‘fines’ to raise money from the barons, and while the principle of such payments was accepted, the amounts demanded were far in excess of what was considered fair.
- The need to raise money to pay Philip of France after the defeat at Bouvines was the last straw for many barons.

Relevant points to counter the statement may include:

- Tension had been evident in 1212 with the plot against John and open opposition from several northern barons.
- Anjou, Maine and Poitou had been lost – this created bad feeling towards John, who was seen as incompetent and barons were unhappy about John’s losses in foreign campaigns because of their attendant loss of status in England.
- The defeat at the Battle of Bouvines was a major humiliation, increasing the discontent of the Barons with John’s rule.
- Some barons (for example Fitzwalter), had selfish aims and sought to increase their own personal power at the expense of the crown.
Sample assessment materials for first teaching September 2016

Paper 2: Period study and British depth study (1HI0/21, 23, 25, 27 and 29)

Part B: Tudor depth options

B3: Henry VIII and his ministers, 1509–40

B4: Early Elizabethan England, 1558–88
### B3: Henry VIII and his ministers, 1509–40

<table>
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| 4 (a) Describe **two** features of the Amicable Grant (1525).  
**Target:** Knowledge of key features and characteristics of the period.  
**AO1:** 4 marks. | Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.  
e.g.  
- *It was a non-parliamentary tax (1) that was organised by Wolsey (1).*  
- *It was designed to raise money to fight France (1) and it was levied on secular and ecclesiastical possessions (1).*  
- *There were some objections and open rebellion (1) and as a result the king changed his mind (1).*  
Accept other appropriate features and supporting information. |
### Question

**4 (b)** Explain why Anne Boleyn was executed in 1536.

You may use the following in your answer:
- the succession
- Thomas Cromwell

You **must** also use information of your own.

**Target:** Analysis of second order concepts: causation [AO2];
Knowledge and understanding of features and characteristics [AO1].

- **AO2:** 6 marks.
- **AO1:** 6 marks.

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Relevant points may include:
- Anne had failed to produce a male heir, disappointing Henry, who needed to establish an alternative heir to Princess Mary.
- There was fear of conspiracy and sense of insecurity after the break with Rome intensified the determination to secure the dynasty.
- There were several accusations of infidelity, which created consternation and also gave Henry cause to think of replacing Anne as queen.
- The official charge against Anne also included High Treason – she was found guilty of conspiring to kill Henry.
- Henry was already having an affair with Jane Seymour and wanted another wife.
- Cromwell was a powerful figure and instrumental in bringing about her downfall because they disagreed, for example on the use of funds from the dissolution. He was also acting on the king’s orders.
### Question 4 (c) (i)

‘Wolsey’s failure to gain an annulment of Henry’s marriage was the main reason why he fell from power in 1529.’ How far do you agree? Explain your answer.

You may use the following in your answer:
- relations with Pope Clement VII
- the nobility

You must also use information of your own.

**Target:** Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 10 marks.

**AO1:** 6 marks.

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### Indicative content guidance

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Relevant points which support the statement may include:

- Wolsey was unable to weaken the grip of Charles V over Pope Clement, and thus the annulment did not seem attainable.
- Wolsey, as Cardinal, was expected to have sway with Pope Clement, but Wolsey was unable to persuade Pope Clement in favour of Henry’s case; Wolsey’s links to the pope prompted questions of his loyalty.
- Henry’s disappointment in relation to Wolsey’s failure was clear and his antipathy towards Wolsey grew.
- The rise of the Boleyn faction at Court meant pressure on Wolsey grew, as did Henry’s dissatisfaction, prompted by the faction.

Relevant points which counter the statement may include:

- Wolsey was unable to control nobles at Court by the late 1520s and his power base was weakening – many nobles disliked Wolsey and sneered at his background, and they undermined his position.
- Wolsey had concentrated too much power in and around himself and had few allies in the nobility to help him.
- Foreign policy failures weakened Wolsey, independent of the issue of the annulment.
- Wolsey’s own personality eventually militated against him – he failed to acknowledge and deal with the challenges he faced.
Question 4 (c) (ii)  

‘The main change for the English Church in the years 1534–40 was that it had to accept King Henry as its head.’ How far do you agree? Explain your answer.

You may use the following in your answer:
- the Act of Supremacy
- the dissolution of the monasteries

You must also use information of your own.

**Target:** Analysis and evaluation of second order concepts: change [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 10 marks.
**AO1:** 6 marks.

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Marking instructions

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Indicative content guidance

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Relevant points which support the statement may include:

- The Act of Supremacy meant that by law Henry VIII became head of the Church in England in place of the pope.
- The break with Rome was a huge change for those clergymen who believed in the authority of the pope.
- As head of the church, Henry made clergy swear an oath of loyalty to him. Those who refused were removed from office and some leading church figures, Thomas More for example, were executed.
- Since the pope was no longer the head, the Church had to pay taxes to the king and not to the pope in Rome.

Relevant points to counter the statement may include:

- The dissolution of the monasteries closed hundreds of monasteries and nunneries, bringing massive change to the life and work of former monks and nuns and the confiscation and sale of monastic lands by the crown during the dissolution greatly changed the wealth of the Church.
- Monasteries and nunneries had had an important role in society and their closure reduced the influence of the Church in England.
- Church services changed as a result of the Reformation and the bible became available in English in every church.
- Some clergymen, for example the Archbishop of Canterbury and Thomas Cranmer, married; Catholic clergy were required to be celibate.
### B4: Early Elizabethan England, 1558–88

<table>
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<tr>
<th>Question</th>
<th>Describe two features of the attempts to colonise Virginia in the 1580s.</th>
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<tbody>
<tr>
<td><strong>5 (a)</strong></td>
<td><strong>Target:</strong> Knowledge of key features and characteristics of the period.</td>
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<tr>
<td><strong>AO1:</strong></td>
<td>4 marks.</td>
</tr>
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#### Marking instructions

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

- Queen Elizabeth granted Raleigh permission to establish colonies (1) and Raleigh called the land Virginia after Elizabeth (1).
- The colonists had problems with the local people (1) and it is thought that the settlers in the second attempt disappeared without trace because of conflict with the local peoples (1).
- Colonies would challenge Spain in the Americas (1) and Raleigh hoped to be able to use the local minerals to assist his military expedition if there were conflicts with Spain (1).

Accept other appropriate features and supporting information.
**Question 5 (b)**

Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.

You may use the following in your answer:
- Mary, Queen of Scots
- foreign threat

You must also use information of your own.

**Target:**
Analysis of second order concepts: causation [AO2];
Knowledge and understanding of features and characteristics [AO1].

**AO2:** 6 marks.

**AO1:** 6 marks.

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| 3     | 7–9  | An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]  
|       |      | Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] |
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| 4     | 10–12| An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]  
|       |      | Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] |
|       |      | No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points. |
Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You must also use information of your own.

Target:

AO2: Analysis of second order concepts: causation
AO1: Knowledge and understanding of features and characteristics

AO2: 6 marks.
AO1: 6 marks.

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   [AO1]

No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.

Relevant points may include:

- It was a threat because the plot was to assassinate Elizabeth – it created fear in England because it was aimed so openly at the Queen.
- The plot clearly showed that Roman Catholics presented a threat and that this was at high levels in society.
- It was a threat because it planned for Mary Queen of Scots to replace Elizabeth and she did have a strong claim to the throne – the threat of Mary seemed serious.
- The plot brought the possibility of invasion, especially from France.
- The Catholic element of the plot was a threat because of the power of the pope to rally support to challenge Elizabeth.
**Question**

5 (c) (i)  ‘The threat of invasion was Elizabeth’s main problem when she became queen in 1558.’ How far do you agree? Explain your answer.

You may use the following in your answer:
- France
- Elizabeth’s legitimacy

You must also use information of your own.

**Target**: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2**: 10 marks.
**AO1**: 6 marks.

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| 3     | 9–12 | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]  
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Relevant points which support the statement may include:

- There was a fear that there could be a religious war with European Catholic nations, particularly France, following the religious changes in England.
- A war would have to involve invasion because after 1558 England had no possessions in mainland Europe (Calais had been lost in 1558).
- There were French troops in Scotland, and this posed a problem for Elizabeth and the security of England because England was still technically at war with France.
- The invasion threat was heightened by the presence in England of Catholics ready to support an invading force.

Relevant points to counter the statement may include:

- The question of Elizabeth’s marriage was a prominent issue from the beginning of the reign.
- Elizabeth had to work out a religious settlement following the reign of her sister, and this was an immediate issue on accession.
- Mary, Queen of Scots, had a claim to the throne of England which was a challenge for Elizabeth, whose own legitimacy was open to question. Mary had support from groups of English Catholics and some foreign nations.
- Elizabeth needed to ensure that the royal household and Privy Councillors were her own choice and loyal to her.
Question 5 (c) (ii)  'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.' How far do you agree? Explain your answer.

You may use the following in your answer:
- Catholic grievances
- the Earls of Northumberland and Westmorland

You must also use information of your own.

Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 10 marks.
AO1: 6 marks.

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Relevant points which support the statement may include:

- The rebellion aimed to re-establish Catholicism – the pope’s excommunication of Elizabeth indicated that the rebellion was religious in its nature and origin.
- The rebels aimed to marry Mary, Queen of Scots to the Duke of Norfolk.
- Religion was put centre-ground when the Earls of Northumberland and Westmorland restored the Catholic mass in Durham.

Relevant points to counter the statement may include:

- Many nobles sought to remove ‘evil counsellors’ to ensure Elizabeth was better advised; many also felt that they had been slighted by Elizabeth during her reign and sought redress.
- The Council of the North replaced the influence of the nobles, and thus politics became a reason for the rebellion.
- Northumberland’s lands had been confiscated, and there were further economic issues over mining revenues.
- A key cause was to free Mary, Queen of Scots from imprisonment and allow her redress.
Sample assessment materials for first teaching September 2016

Paper 3: Modern depth study (1HI0/30)

**Option 30: Russia and the Soviet Union, 1917–41**
# Modern depth study: Russia and the Soviet Union, 1917–41

| Question | Give two things you can infer from Source A about the White army in the Civil War.  
Target: Source analysis (making inferences).  
AO3: 4 marks. |
|---|---|

## Marking instructions

Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.

e.g.
- They were ruthless to their opponents. *(1)* Bolshevik village leaders were subjected to execution without trial. *(1)*
- They put civilians’ interests behind those of the occupying armies *(1)*. The population was ordered to deliver food without pay. *(1)*
- The White army action may have lost support from civilians *(1)*. The villagers had to hand over produce without pay even though they had demanded that Red Guards should be killed. *(1)*

Accept other appropriate alternatives.
Explain why the Bolsheviks were able to seize power in Russia in October 1917.

You may use the following in your answer:
- food shortages
- the leadership of Trotsky

You must also use information of your own.

Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

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Explain why the Bolsheviks were able to seize power in Russia in October 1917. You may use the following in your answer:

- Food shortages
- The leadership of Trotsky
- Your own information

You must also use information of your own.

Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

Level Mark Descriptor
0 No rewardable material.
1 1 – 3 A simple or generalised answer is given, lacking development and organisation. [AO2]

Limited knowledge and understanding of the topic is shown. [AO1]

2 4 – 6 An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]

Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]

Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.

3 7 – 9 An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]

Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

4 10 – 12 An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]

Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]

No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Food shortages, which got worse under the Provisional Government, increased the unpopularity of the government and meant that it had little support during the Bolshevik takeover.
- Food shortages increased support for the Bolsheviks, especially as in one of Lenin’s slogans he promised bread.
- Trotsky played an important role in the Bolshevik takeover as, in October 1917, he became Chairman of the three-man Military Revolutionary Committee and carefully planned the revolution.
- Trotsky’s planning ensured that the Bolsheviks were able to seize the key buildings in Moscow and Petrograd and control communications.
- Lenin played a key role in the success of the takeover. Lenin persuaded the majority of the Central Committee of the Bolshevik Party to seize power in October.
- The Provisional Government was weak and was unable to win the support of ordinary people in Petrograd because of its failure to reform and end the war.
Question

3 (a) How useful are Sources B and C for an enquiry into the effects of collectivisation on the Soviet Union in the years 1928–41? Explain your answer, using Sources B and C and your knowledge of the historical context.

Target: Analysis and evaluation of source utility.

AO3: 8 marks.

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<tr>
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<td>• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.</td>
</tr>
<tr>
<td>2</td>
<td>3–5</td>
<td>• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</td>
</tr>
<tr>
<td>3</td>
<td>6–8</td>
<td>• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</td>
</tr>
</tbody>
</table>

Notes
1. Provenance = nature, origin, purpose.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B
The usefulness could be identified in terms of the following points which could be drawn from the source:

• It is useful because it suggests that tractors were very important to the success of collective farms.
• It is also useful because it shows that the tractors were intended to increase productivity on the collective farms.
• It is useful because it suggests that collectivisation also encouraged the use of women as tractor drivers on collective farms.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

• This is a poster issued by the Soviet government with the purpose of promoting support for the collective farms.
• As it has a propaganda function, it may well exaggerate their effectiveness, especially the success of tractors.
Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The state did provide collective farms with machinery and tractors and Motor Tractor Stations were set up. However, there were not many tractors being used as early as 1930.
- The tractors were not, at first, as successful as those shown in the poster. Some peasants found it difficult to drive the tractors and many broke down and were not effective.

Source C
The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source is useful because it suggests that the government has taken all the farm produce from the peasants.
- It is also useful because it suggests that the government has worsened the food shortages by exporting farm produce abroad.
- It is useful because it shows that those peasants that opposed collectivisation were treated harshly by the government.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The journalist wrote the article from his own experiences of visiting the famine-stricken area of the Ukraine. During his walking tour, he was able to find out about the experiences of those who had suffered from collectivisation.
- For effect, the journalist may have selected the view of one peasant whose experiences in the Ukraine may not have been typical of all collective farms in the Soviet Union.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Collectivisation led to a dramatic fall in farm animals and the Soviet Union did not recover from these losses until after the Second World War.
- The removal of peasants who opposed collectivisation led to a shortage of workers on the farms, which led to a further fall in production and famine in some areas.
**Question**

3 (b)  
Study Interpretations 1 and 2. They give different views about the effects of collectivisation on the Soviet Union in the years 1928–41. What is the main difference between the views? Explain your answer, using details from both interpretations.

**Target:** Analysis of interpretations (how they differ).  
**AO4:** 4 marks.

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<td>1</td>
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<td>• Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</td>
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<tr>
<td>2</td>
<td>3–4</td>
<td>• The interpretations are analysed and a key difference of view is identified and supported from them.</td>
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</table>

**Marking instructions**  
Markers must apply the descriptors above in line with the general marking guidance (page 3).

**Indicative content guidance**  
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 suggests that collectivisation had disastrous effects, with many peasants transported to Siberia and a serious famine. Interpretation 2, on the other hand, emphasises the successes of collectivisation, especially increased grain output.
### Question 3 (b)

Study Interpretations 1 and 2. They give different views about the effects of collectivisation on the Soviet Union in the years 1928–41. You may use Sources B and C to help explain your answer.

**Target:** Analysis of interpretations (how they differ).

**AO4:** 4 marks.

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<td>- A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>- An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</td>
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**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example Source C provides some support for Interpretation 1 which stresses the opposition of the majority of peasants to collectivisation, while Source B provides some support for Interpretation 2’s emphasis on how the countryside was transformed.
- The interpretations may differ because they are partial extracts, and in this case they do not actually contradict one another – the countryside in the Soviet Union was eventually transformed (Interpretation 2) into huge collectives despite the opposition of the peasants (Interpretation 1).
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with the effects on people; Interpretation 2 is dealing with the final benefits to the economy.
**Question**

3 (d) How far do you agree with Interpretation 2 about the effects of collectivisation on the Soviet Union in the years 1929–41? Explain your answer, using both interpretations, and your knowledge of the historical context.

**Target:** Analysis and evaluation of interpretations.

**AO4:** 16 marks.

**Spelling, punctuation, grammar and the use of specialist terminology (SPaG):** up to 4 additional marks.

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<td>1</td>
<td>1–4</td>
<td>• Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.</td>
</tr>
<tr>
<td>2</td>
<td>5–8</td>
<td>• Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</td>
</tr>
<tr>
<td>3</td>
<td>9–12</td>
<td>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.</td>
</tr>
<tr>
<td>4</td>
<td>13–16</td>
<td>• Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.</td>
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**Marks for SPaG**

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<tr>
<th>Performance</th>
<th>Mark</th>
<th>Descriptor</th>
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</table>
| 0           |      | • The learner writes nothing.  
• The learner’s response does not relate to the question.  
• The learner’s achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold   | 1    | • Learners spell and punctuate with reasonable accuracy.  
• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
• Learners use a limited range of specialist terms as appropriate. |
| Intermediate| 2–3  | • Learners spell and punctuate with considerable accuracy.  
• Learners use rules of grammar with general control of meaning overall.  
• Learners use a good range of specialist terms as appropriate. |
| High        | 4    | • Learners spell and punctuate with consistent accuracy.  
• Learners use rules of grammar with effective control of meaning overall.  
• Learners use a wide range of specialist terms as appropriate. |
**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that collectivisation was a success.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 supports the claim that collectivisation was a success by providing evidence that more food was grown.
- Interpretation 2 supports the claim that collectivisation was a success by providing evidence that farming was mechanised with 2 million peasants learning to drive tractors.
- It was certainly the case that by 1940 annual grain output had increased substantially to 95 million tonnes, up from 73 million tonnes in 1928.
- Claims of success for collectivisation are also supported by the fact that the state was able to collect the grain it needed to feed the rapidly-growing industrial workforce.
- Claims of success for collectivisation are also supported by the fact that many peasants who opposed collectivisation fled to the towns and cities and provided labour for the new factories.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 suggests that collectivisation was not successful as it was opposed by the majority of peasants who chose to burn their crops and slaughter their cattle.
- Interpretation 1 suggests that collectivisation was not successful because it led to a famine in 1932–33 so serious that more than 6 million peasants died.
- There was a dramatic fall in agricultural production in the years 1930–34, with grain output falling from 83.5 million tonnes to 67.6 million.
- Claims that collectivisation was not a success are also supported by the fact that as many as 10 million peasants were dispossessed of their farms in the years 1929–32.
- Claims that collectivisation was not a success are also supported by the fact that the human cost was far too high, with as many as three million peasants who opposed collectivisation losing their lives.
Sample assessment materials for first teaching September 2016

Paper 3: Modern depth study (1HI0/31)

Option 31: Weimar and Nazi Germany, 1918–39
Question

1  Give two things you can infer from Source A about Hitler’s leadership of the Nazi Party in the 1920s.

Target: Source analysis (making inferences).

AO3: 4 marks.

Marking instructions

Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.

e.g.

- **Hitler was not interested in details, most important to him was control** (1). Hitler said, ‘Power first! Afterwards we can act as events occur.’ (1)

- **Hitler was impatient with people in the Party who opposed him** (1). Strasser said: ‘...who even then could hardly bear contradiction.’ (1)

- **Hitler was a short-tempered and dictatorial leader** (1). Hitler thumped the table saying: ‘Power first!’ (1)

Accept other appropriate alternatives.
Explain why there was opposition in Germany to the Treaty of Versailles (1919).

You may use the following in your answer:
- military terms
- territorial terms

You must also use information of your own.

**Target:** Analysis of second order concepts: causation [AO2];
Knowledge and understanding of features and characteristics [AO1].

**AO2:** 6 marks.
**AO1:** 6 marks.

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<td>A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]</td>
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<td>2</td>
<td>4–6</td>
<td>An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>4</td>
<td>10–12</td>
<td>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</td>
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Explain why there was opposition in Germany to the Treaty of Versailles (1919).

You may use

- military terms
- territorial terms

You must also use information of your own.

**Target:** Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].

**AO2:** 6 marks.

**AO1:** 6 marks.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Many Germans were upset with the military terms, which reduced the size of the army to only 100,000.
- People in Germany believed that the military terms left Germany almost defenceless in future wars as they were not permitted submarines or military aircraft.
- Many Germans opposed the Treaty because of the extent of territorial losses which included Alsace-Lorraine to France as well as all of its colonies. There was strong opposition to the loss of Posen and West Prussia to Poland because this meant that East Prussia was separated from the rest of Germany.
- There was strong opposition to the Treaty because of the War Guilt clauses which stated that Germany had to accept total blame for starting the war. Many Germans felt this was unfair because they alone had not been responsible for causing the outbreak of the First World War.
- There was opposition because of the diktat – the idea that the Germans were not represented at the peace negotiations and the Treaty was forced on them.
### Question

**3 (a)** How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement? Explain your answer, using Sources B and C and your knowledge of the historical context.

**Target:** Analysis and evaluation of source utility.

**AO3:** 8 marks.

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<td>Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</td>
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<td>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</td>
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**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source B**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source is useful because it suggests that some young people disliked the youth movement because it was only preparing them for military service.
- The source is also useful because it provides evidence of resentment towards the hard physical activities that were carried out at the Hitler Youth camp.
- The source is useful because it suggests there was little variety in the activities carried out by the Hitler Youth.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The author is a member of the Hitler Youth and is writing about his own experiences of a Hitler Youth camp in 1936.
- It seems likely to represent his genuine views because he is prepared to criticise the Hitler Youth in a letter, despite the possibility of censorship and even intimidation in a police state.
Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Hitler Youth was eventually made compulsory in 1939 but even then some of the young defied this and refused to join.
- There was increasing evidence by the mid-1930s of falling membership of the Hitler Youth.

**Source C**

The usefulness could be identified in terms of the following points of information and/or inferences which could be drawn from the source:

- The source is useful because it suggests some of the young were very enthusiastic about joining the Hitler Youth.
- The source is also useful because it provides evidence of some of the attractions of the Hitler Youth, especially the camping trips.
- The source is useful because it suggests that the Hitler Youth encouraged friendship and team work through its activities and the use of slogans.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- It is from the memories of someone given in 1954 when he did not have to worry about toeing the ‘party line’ and had nothing to fear from being honest.
- He was a Hitler Youth leader and may have a different outlook and or experience to the ‘ordinary’ members.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Hitler Youth remained popular and kept going right through until the end of the Second World War.
- Some were very keen because it offered an escape from the often narrow opportunities that were offered at home.
Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement. What is the main difference between the views? Explain your answer, using details from both interpretations.

**Target:** Analysis of interpretations (how they differ).  
**AO4:** 4 marks.

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**Marking instructions**
Markers must apply the descriptors above in line with the general marking guidance (page 3).

**Indicative content guidance**
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and Other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 emphasises the enthusiasm for and attractions of the Hitler Youth by mentioning the hiking, sports and camping trips. Interpretation 2 emphasises the unpopularity of the Hitler Youth and its less attractive activities such as those designed to prepare the youngsters for war.
### Question

**3 (c)**

Suggest one reason why Interpretations 1 and 2 give different views about attitudes of young people towards the Hitler Youth. You may use Sources B and C to help explain your answer.

**Target:** Analysis of interpretations (why they differ).

**AO4:** 4 marks.

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### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

### Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source C provides some support for Interpretation 1 which stresses the attractions of the Hitler Youth while Source B provides some support for Interpretation 2 which emphasises the less popular activities of the Hitler Youth.
- The interpretations may differ because they are partial extracts, with Interpretation 1 mentioning only what attracted those who joined the Hitler Youth Movement and Interpretation 2 focusing only on the later 1930s and the reasons why it became less popular.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with a range of features of the Hitler Youth and mainly leisure activities; Interpretation 2 focuses on discipline and how it prepared youngsters for the war.
Question

3 (d) How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? Explain your answer, using both interpretations and your knowledge of the historical context.

Target: Analysis and evaluation of interpretations. AO4: 16 marks.

Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–4</td>
<td>• Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.</td>
</tr>
<tr>
<td>2</td>
<td>5–8</td>
<td>• Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</td>
</tr>
<tr>
<td>3</td>
<td>9–12</td>
<td>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.</td>
</tr>
<tr>
<td>4</td>
<td>13–16</td>
<td>• Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.</td>
</tr>
</tbody>
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Marks for SPaG

<table>
<thead>
<tr>
<th>Performance</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 0           |      | • The learner writes nothing.  
• The learner’s response does not relate to the question.  
• The learner’s achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold   | 1    | • Learners spell and punctuate with reasonable accuracy.  
• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
• Learners use a limited range of specialist terms as appropriate. |
| Intermediate| 2–3  | • Learners spell and punctuate with considerable accuracy.  
• Learners use rules of grammar with general control of meaning overall.  
• Learners use a good range of specialist terms as appropriate. |
| High        | 4    | • Learners spell and punctuate with consistent accuracy.  
• Learners use rules of grammar with effective control of meaning overall.  
• Learners use a wide range of specialist terms as appropriate. |
Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).
No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.
In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:
- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the Hitler Youth was not popular with the young.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:
- Interpretation 2 suggests that the Hitler Youth was not popular with the young because the activities were increasingly devoted to preparing them for war.
- Interpretation 2 suggests that there was little enthusiasm for the Hitler Youth because of the attitude of some of the Hitler Youth leaders.
- There was evidence of falling membership in the later 1930s as well as fewer members of the Hitler Youth attending meetings.
- Some of the young preferred to join other youth organisations – so much so that, in 1936, these were banned by Hitler.
- Alternative youth groups such as the Edelweiss Pirates were set up by those who did not like the Hitler Youth.

Relevant points from the provided material and own knowledge which counter the view may include:
- Interpretation 1 suggests that the Hitler Youth movement was popular with the young because it provided a range of exciting activities.
- Interpretation 1 also suggests that the Hitler Youth was popular because it encouraged a feeling of comradeship.
- Many girls enjoyed the Hitler Youth, more especially the League of German Maidens because it enabled them to take part in activities that had previously been only for boys.
- Members of the Hitler Youth were often made to feel important. For example many were able to watch the Berlin Olympics of 1936.
- By 1936, even before it was compulsory, two-thirds of girls and boys were members of the Hitler Youth.
Sample assessment materials for first teaching September 2016

Paper 3: Modern depth study (1HI0/32)

Option 32: Mao’s China c1945–76
Modern depth study: Mao’s China, 1945-76

<table>
<thead>
<tr>
<th>Question</th>
<th>Give two things you can infer from Source A about support for Mao Zedong in 1966.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Target:</strong> Source analysis (making inferences).</td>
</tr>
<tr>
<td></td>
<td><strong>AO3:</strong> 4 marks.</td>
</tr>
</tbody>
</table>

**Marking instructions**

Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.

e.g.

- **Mao had succeeded in indoctrinating the young people who were at the rally (1).** They recited over and over again passages from Chairman Mao’s writing (1).
- **Mao had achieved a cult status among the Red Guard (1).** They came with portraits of Chairman Mao held high (1).
- **Mao’s leadership achieved almost robotic following (1).** Many of them wrote the same words on their copies of his writings (1).

Accept other appropriate alternatives.
Question 2

Explain why the Great Leap Forward failed to achieve its aims.

You may use the following in your answer:
- backyard furnaces
- Mao’s leadership

You must also use information of your own.

Target: Analysis of second order concepts: causation [AO2].
Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–3</td>
<td>A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</td>
</tr>
<tr>
<td>4</td>
<td>10–12</td>
<td>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</td>
</tr>
</tbody>
</table>
Explain why the Great Leap Forward failed to achieve its aims.

You may use the following in your answer:

- backyard furnaces
- Mao’s leadership

You must also use information of your own.

Target:
Analysis of second order concepts: causation [AO2].

Knowledge and understanding of features and characteristics [AO1].

AO2: 6 marks.
AO1: 6 marks.

Level Mark Descriptor
0 No rewardable material.
1 1 – 3 • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2 4 – 6 • An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]

Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.

3 7 – 9 • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

4 10 – 12 • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]

No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- All over China, people were asked to set up backyard blast furnaces and produce steel but this was a failure because the steel produced was often unusable as it was of very poor quality.
- The backyard production method led to the Plan’s failure because it took many workers away from their fields, which meant needed food was not being harvested.
- Mao was a reason for the failure of the Great Leap Forward because he was in too much of a hurry and he did not give enough thought to the practical problems caused by its introduction.
- Mao was responsible for its failure because he made the decision to focus on the backyard furnaces and move peasants from the countryside where they were needed.
- The Great Leap Forward failed because of the weather. The excellent growing weather of 1958 was followed by a very poor growing year in 1959. Some parts of China were hit by floods.
- The Great Leap Forward failed because it did not have the technical expertise needed from the Soviet Union. Khrushchev ordered all Soviet scientists and technicians to leave China.
### Question

3 (a) How useful are Sources B and C for an enquiry into the aims of the Hundred Flowers campaign, 1956–57? Explain your answer, using Sources B and C and your knowledge of the historical context.

**Target:** Analysis and evaluation of source utility.

**AO3:** 8 marks.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.</td>
</tr>
<tr>
<td>2</td>
<td>3–5</td>
<td>Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</td>
</tr>
<tr>
<td>3</td>
<td>6–8</td>
<td>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</td>
</tr>
</tbody>
</table>

**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source B**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- It is useful because it suggests that the aim of the Hundred Flowers Campaign was to encourage as much criticism as possible with numerous posters issued by 22 May.
- It is also useful because it suggests that the campaign was encouraging criticism of the government with references to ‘democratic wall’ and ‘garden of freedom’.
- It is useful because it suggests that one of the aims was to encourage criticism from intellectuals such as student groups in the University of Peking.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- This is an article which was published during the Hundred Flowers campaign from a national newspaper which provides evidence of Mao’s original stated aims.
• The newspaper was not controlled by the government and would have been able to provide accurate evidence about the Hundred Flowers campaign at Peking University.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

• Mao had travelled widely throughout China during the early 1950s and had always been received very warmly. He appears to have believed that it was now possible to allow greater freedom of expression in China.

• Mao had also heard that local CCP officials had been accused of acting heavy-handedly and wanted to hear other opinions.

**Source C**

The usefulness could be identified in terms of the following which could be drawn from the source:

• The source is useful because it suggests that, because the campaign had led to criticism from the right of Mao and the Chinese Communist Party, his aim had changed.

• The source is also useful because it suggests that Mao’s aim in the campaign was to flush out enemies of the Party and the government.

• The source is useful because it suggests that the aim of the Hundred Flowers campaign was to punish those who criticised Mao and the CCP.

The following points could be made about the authorship, nature or purpose of the source and applied to material drawn from it:

• This article was written after there had been a flood of criticism of the Party and Mao had become concerned about the scale and nature of this criticism.

• The article is from Mao himself to members of the CCP and should provide useful evidence of the views he wished to convey at this stage of the Hundred Flowers campaign.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

• The Hundred Flowers campaign lasted only five weeks because Mao was genuinely surprised by the volume and nature of the criticism that it encouraged.

• Mao had previously used the ‘Three Antis’ and ‘Five Antis’ campaigns of 1952 to flush out so-called opponents of the CCP such as merchants and factory owners.
3 (b) Study Interpretations 1 and 2. They give different views of the aims of the Hundred Flowers Campaign, 1956–57. What is the main difference between the views? Explain your answer, using details from both interpretations.

**Target:** Analysis of interpretations (how they differ).

**AO4:** 4 marks.

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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>• Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>• The interpretations are analysed and a key difference of view is identified and supported from them.</td>
</tr>
</tbody>
</table>

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and Other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 emphasises that Mao was using the Hundred Flowers campaign to root out opponents of the Party and himself as it suggests that he was setting a trap for them. Interpretation 2 emphasises that Mao encouraged criticism as a way of bringing about reform through a discussion prompted by speeches, letters and debates.
Question

3 (c) Suggest one reason why Interpretations 1 and 2 give different views about the aims of the Hundred Flowers campaign, 1956–57. You may use Sources B and C to help explain your answer.

**Target:** Analysis of interpretations (why they differ).

AO4: 4 marks.

<table>
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<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>• A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>• An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</td>
</tr>
</tbody>
</table>

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

**Indicative content guidance**

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example Source B provides some support for Interpretation 2 which stresses that the aim was to encourage discussion and reform, while Source C provides some support for Interpretation 1’s emphasis on the aim being to identify critics of the CCP, especially intellectuals.

- The interpretations may differ because they are partial extracts: Interpretation 1 deals with the aims of the campaign and its targets; Interpretation 2 deals with the methods used to encourage criticism and debate.

- They may differ because the authors have a different emphasis, with Interpretation 2 dealing with Mao’s publicly expressed aims for the Hundred Flowers campaign and Interpretation 1 with his more underlying and hidden aims.
How far do you agree with Interpretation 2 about the aims of the Hundred Flowers Campaign, 1956–57? Explain your answer, using both interpretations and your knowledge of the historical context.

Target: Analysis and evaluation of interpretations.
AO4: 16 marks.
Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.

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<tr>
<td>1</td>
<td>1–4</td>
<td>Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.</td>
</tr>
<tr>
<td>2</td>
<td>5–8</td>
<td>Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</td>
</tr>
<tr>
<td>3</td>
<td>9–12</td>
<td>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.</td>
</tr>
<tr>
<td>4</td>
<td>13–16</td>
<td>Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.</td>
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Marks for SPaG

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<td>The learner’s response does not relate to the question.</td>
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<td></td>
<td></td>
<td>The learner’s achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</td>
</tr>
<tr>
<td>Threshold</td>
<td>1</td>
<td>Learners spell and punctuate with reasonable accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners use a limited range of specialist terms as appropriate.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2–3</td>
<td>Learners spell and punctuate with considerable accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners use rules of grammar with general control of meaning overall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners use a good range of specialist terms as appropriate.</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>Learners spell and punctuate with consistent accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners use rules of grammar with effective control of meaning overall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learners use a wide range of specialist terms as appropriate.</td>
</tr>
</tbody>
</table>
Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the aim of the Hundred Flowers campaign was to bring about reform.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 supports the claim that the aim of the Hundred Flowers campaign was to bring about reform by stressing that it was to allow intellectuals to discuss the problems faced by China.
- Interpretation 2 supports the claim that the aim was to encourage reform by suggesting that he hoped that socialist ideals would provide a way forward.
- Claims that his aims were to encourage reform are supported by the fact that Mao hoped to win support for his policy of collectivisation from intellectuals by encouraging criticism.
- Claims that his aims were to encourage reform are supported by Mao’s determination to highlight the difference between Russian and Chinese communism. In Russia there was repressive communism but the Hundred Flowers campaign showed that people could criticise.
- Claims that his aims were to encourage reform are supported by Mao’s belief that some members of the CCP had lost touch with the people and were behaving like tyrants.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 suggests that his aim was to use the Hundred Flowers campaign so he could identify opponents of the CCP and victimise them.
- Interpretation 1 suggests that Mao’s aim was to remove those that threatened the CCP and his own position, more especially intellectuals and the educated because they were more likely to speak up.
- Claims that his aims were to identify and intimidate opponents of the CCP are supported by the fact that the Hundred Flowers campaign led to an Anti-Rightist campaign which identified and punished intellectuals and other critics.
- Claims that his aims were to identify and intimidate opponents of the CCP are supported by the expulsion from the Party of Ding Ling, a prominent novelist who had long criticised Mao and the CCP, during the Hundred Flowers Campaign.
- Claims that his aims were to identify and intimidate opponents of the CCP are supported by Mao’s fears that intellectuals would undermine his own position as leader of the CCP and needed to be identified and ‘weeded out’.
Sample assessment materials for first teaching September 2016

Paper 3: Modern depth study (1HI0/33)

Option 33: The USA, 1954–75: conflict at home and abroad
**Modern depth study: The USA, 1954–75: conflict at home and abroad**

<table>
<thead>
<tr>
<th>Question</th>
<th>Give two things you can infer from Source A about civil rights for black Americans in the 1950s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
<td>Source analysis (making inferences). Adam (A03) 4 marks.</td>
</tr>
</tbody>
</table>

**Marking instructions**

Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.

e.g.

- **Separate facilities were not equal facilities (1).** The café building for black Americans is more basic than that for white people (1).

- **Segregation was a way of life for black Americans (1).** Many aspects of ordinary life are shown to be separate - transport, entertainment, dining (1).

- **Segregation as a whole was being challenged by the WPC (1).** The poster invites protesters to reject injustice and inequality in the range of situations shown in the photographs (1).

Accept other appropriate alternatives.
### Question

2 Explain why there was progress in the civil rights movement in the years 1961–65.

You may use the following in your answer:
- President Kennedy
- the Washington Peace March, 1963

You must also use information of your own.

**Target:** Analysis of second order concepts: causation [AO2].
Knowledge and understanding of features and characteristics [AO1].

**AO2:** 6 marks.
**AO1:** 6 marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | A simple or generalised answer is given, lacking development and organisation. [AO2]  
       |      | Limited knowledge and understanding of the topic is shown. [AO1] |
| 2     | 4–6  | An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]  
       |      | Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] |

*Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*

| 3     | 7–9  | An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]  
       |      | Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] |

*Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*

| 4     | 10–12| An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]  
       |      | Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] |

*No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*
Explain why there was progress in the civil rights movement in the years 1961–65. You may use the following in your answer:

- President Kennedy
- The Washington Peace March, 1963

You must also use information of your own.

Target: Analysis of second order concepts: causation [AO2].
Knowledge and understanding of features and characteristics [AO1].

**AO2:** 6 marks.
**AO1:** 6 marks.

**Marking instructions**
Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Kennedy brought progress because he sent 23,000 government troops to ensure that James Meredith could study at the University of Mississippi.
- Kennedy encouraged progress because he introduced the Civil Rights Bill to Congress in February 1963 which was eventually passed under Johnson the following year.
- The Washington Peace March brought progress because it brought national and international publicity for the civil rights movement.
- The Peace March encouraged progress because it led to a meeting between King and Kennedy which encouraged the president to introduce the Civil Rights Bill.
- There was progress because of the Birmingham March of 1963 which showed the violence of the authorities, especially the Police Chief ‘Bull O’Connor.
- The Selma marches brought peace because they provided publicity for the civil rights campaign for voting rights for black Americans.
Question

3 (a) How useful are Sources B and C for an enquiry into attitudes in the USA towards involvement in the Vietnam War? Explain your answer, using Sources B and C and your knowledge of the historical context.

Target: Analysis and evaluation of source utility.

AO3: 8 marks.

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.</td>
</tr>
<tr>
<td>2</td>
<td>3–5</td>
<td>Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</td>
</tr>
<tr>
<td>3</td>
<td>6–8</td>
<td>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</td>
</tr>
</tbody>
</table>

Notes
1. Provenance = nature, origin, purpose.

Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B
The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source is useful because it suggests that there were supporters of the war who took an active role in campaigning for it. It is also useful because it shows that some people supported the war because they thought that communism was evil and went against their beliefs in God.
- It is useful because it suggests that people supported US involvement in Vietnam because it would stop the further spread of communism.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The photograph was published in a national newspaper, suggesting its importance, but that does not indicate how large or typical the demonstration was or how often they took place.
- The photograph was taken in 1967 when there was still strong support for US involvement in the conflict in Vietnam.
Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- There were many Americans who supported US involvement in the conflict in Vietnam because of the domino theory, the belief that if one country fell to communism, others would soon follow.
- There was strong support in the early years of the war, especially after the Gulf of Tonkin incident of 1964 which seemed to confirm the aggressive intentions of North Vietnam.

Source C
The usefulness could be identified in terms of the following which could be drawn from the source:

- The source is useful because it suggests that the Tet Offensive encouraged the growth of opposition to US involvement in the war in Vietnam.
- It is also useful because it shows that television played an important role in encouraging opposition to the war in Vietnam.
- The source is useful because it gives evidence that there were people who felt so strongly that they were prepared to make considerable sacrifices in the cause of stopping the war.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The interview was given many years after the war in Vietnam when history has proved him right, and this may have influenced his recollections.
- The interview was for an oral history of Vietnam, and we don’t have enough information to know if they have selected the more extreme reactions to the war.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The introduction of colour television heightened the impact of the coverage of the bloody nature of the conflict.
- There was growth in opposition to the war as many students believed that the US government was fighting to support a corrupt regime in South Vietnam.
### Question

3 (b) Study Interpretations 1 and 2. They give different views about attitudes in the USA towards involvement in the Vietnam War. What is the main difference between the views? Explain your answer, using details from both interpretations.

**Target:** Analysis of interpretations (how they differ).

**AO4:** 4 marks.

<table>
<thead>
<tr>
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<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>• Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>• The interpretations are analysed and a key difference of view is identified and supported from them.</td>
</tr>
</tbody>
</table>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

### Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and. Other relevant material not suggested below must also be credited.

- A main difference is Interpretation 1 emphasises the growth and extent of opposition to US involvement in the war by mentioning the impact of the Tet Offensive. Interpretation 2, on the other hand, emphasises the enthusiastic support that there was for the war due to the concern about the spread of communism.
### Question

**3 (c)**

Suggest one reason why Interpretations 1 and 2 give different views about attitudes in the USA towards involvement in the Vietnam War. You may use Sources B and C to help explain your answer.

**Target:** Analysis of interpretations (why they differ).

**AO4:** 4 marks.

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<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>• A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>• An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</td>
</tr>
</tbody>
</table>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

### Indicative content guidance

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source C provides support for Interpretation 1 which stresses the growth and extent of opposition to the war, while Source B provides some support for Interpretation 2’s emphasis on those who supported the war.

- The interpretations may differ because they are partial extracts, and in this case they do not actually contradict each other – there were both opponents (Interpretation 1) and supporters (Interpretation 2) of the war which, as late as 1970, as suggested in Interpretation 2, were 50% each way.

- They may differ because the authors have different emphases: Interpretation 1 focuses on the growth of opposition, especially after the Tet Offensive of 1968. Interpretation 2 deals with the strong support for the war, especially in its early and later years.
### Question
3 (d) How far do you agree with Interpretation 2 about attitudes in the USA towards involvement in the Vietnam War? Explain your answer, using both interpretations and your knowledge of the historical context.

**Target:** Analysis and evaluation of interpretations.
**AO4:** 16 marks.

**Spelling, punctuation, grammar and the use of specialist terminology (SPaG):** up to 4 additional marks.

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<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>1–4</td>
<td>• Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.</td>
</tr>
<tr>
<td>2</td>
<td>5–8</td>
<td>• Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</td>
</tr>
<tr>
<td>3</td>
<td>9–12</td>
<td>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.</td>
</tr>
<tr>
<td>4</td>
<td>13–16</td>
<td>• Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.</td>
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### Marks for SPaG

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<thead>
<tr>
<th>Performance</th>
<th>Mark</th>
<th>Descriptor</th>
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</table>
| 0           |      | • The learner writes nothing.  
• The learner’s response does not relate to the question.  
• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold    | 1    | • Learners spell and punctuate with reasonable accuracy.  
• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
• Learners use a limited range of specialist terms as appropriate. |
| Intermediate| 2–3  | • Learners spell and punctuate with considerable accuracy.  
• Learners use rules of grammar with general control of meaning overall.  
• Learners use a good range of specialist terms as appropriate. |
| High        | 4    | • Learners spell and punctuate with consistent accuracy.  
• Learners use rules of grammar with effective control of meaning overall.  
• Learners use a wide range of specialist terms as appropriate. |
Marking instructions
Markers must apply the descriptors above in line with the general marking guidance (page 3).
No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.
In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:
• In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
• In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance
Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that there was strong support for the war in the USA.
Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:
• Interpretation 2 supports the claim because it says that as many as 85 per cent supported the war in 1964 and 50 per cent in 1970.
• Interpretation 2 supports the claim because it says that supporters of the war were concerned about the spread of communism.
• There was strong support for the war at first because of concerns about the threat to American interests in South-East Asia.
• There was support for the war because of the belief that communist countries such as China and the Soviet Union were supporting North Vietnam and the Vietcong.
• Many Americans believed in the domino theory and were convinced that if one country in Asia such as Vietnam fell to communism others would follow very quickly.

Relevant points from the provided material and own knowledge which counter the view may include:
• Interpretation 1 suggests that there was strong opposition to the war especially after the Tet Offensive.
• Interpretation 1 shows that there was growing opposition to the war due to the impact of television which showed the fighting in Vietnam.
• There was growing opposition to the war because of the use of chemical weapons such as napalm in Vietnam.
• Massacres such as that at My Lai in 1968 when a number of Vietnamese villagers were murdered by American troops increased opposition to the war.
• Opposition to the war grew with the number of casualties which increased from 2,000 in 1965 to 14,000 in 1968.