



# A level History: Teaching and Assessing sources

Welcome to this training session on teaching and assessing sources.

The session will cover the assessment model for sources across Papers 2 and 3. It will consider what went well and where there is room for improvement across the two question types, using exemplar student scripts.

The session will consider strategies for teaching sources and will conclude with a chance to share best practice and ask questions.

This session builds on the Paper 2 and Paper 3 packs previously delivered in 2021 and 2023 respectively.

In this session we are going to look at:

- what students have done well and where there is room for improvement
- how sources are assessed across Papers 2 and 3
- strategies for teaching sources
- common issues and FAQs

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## AO2 Mark scheme (Paper 2)

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>



## Paper 2

**Exemplar 1 (Level 5):** Option 2H.2: The USA, 1955–92: conformity and challenge

Q2. How far could the historian make use of Sources 3 and 4 together to investigate the origins of the women's movement in the early 1960s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

*Source 3: From a speech made by President John F Kennedy to Congress, 14 December 1961. In this speech, the President is announcing an Executive Order to introduce the President's Commission on the Status of Women.*

If our nation is to be successful in the vital period ahead, we must rely on the skills and devotion of all our people. In every time of crisis, women have served our country in difficult and hazardous ways. They will do so now, in the home and at work. We have not yet done enough to strengthen family life and at the same time encourage women to make their full contribution as citizens. We naturally deplore those economic conditions that require women to work unless they desire to do so. The programmes of our Administration are designed to improve family incomes so that women can make their own decisions about paid work. We should not consider women to be a marginal group that is employed periodically and that is then denied the opportunity to satisfy their needs and aspirations when unemployment rises or a war ends. Women have basic rights that should be respected and encouraged as part of our nation's commitment to human freedom, dignity and democracy. The President's Commission must review the progress of women in our democratic society. It must make recommendations for constructive action to advance the full partnership of men and women in our national life. The Commission is to complete its work and submit its report by 1 October 1963.

*Source 4: From Betty Friedan, *The Feminine Mystique*, published 1963. Friedan was a pioneer in women's rights and a co-founder of the National Organisation for Women.*

The problem lay buried, unspoken. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, coped with children, lay beside her husband at night, she was afraid to ask the silent question – is this all? There was no mention of this question in the millions of words written by experts who told women that their role was to seek fulfilment as wives and mothers. Experts told them how to catch a man and keep him, how to nurture children, how to bake bread, how to dress more feminine and make marriage more exciting. Women were taught to pity the unfeminine, unhappy women who wanted to be poets or physicists. They learned that truly feminine women do not want careers or higher education. All they had to do was devote their lives to finding a husband and bearing children. Fewer women were entering professional work. The shortages in nursing, social work and teaching caused crises in almost every city. Scientists, concerned over the space race, noted that America's greatest source of unused brain-power was women. But a girl would not study physics, saying it was 'unfeminine.' All she wanted was what every other American girl wanted—to get married, have children and live in a nice house in a nice suburb. We can no longer ignore that voice within women that says: 'I want something more than my husband, my children and my home.'





## Exemplar 1 (Level 5) – June 2024

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒

Both sources portray contrasting viewpoints  
towards the women's rights and the  
foundation of the women's liberation movement  
in the 1960s. Source 3 emphasises the lack  
of equality for women in the public sphere,  
suggesting that the desire for equality  
has been borne out of a lack of  
employment opportunities. In comparison, source  
4 focuses on the extent to which domestic  
life has stifled female potential, therefore  
suggesting that female discontent has come  
from oppressive gender roles, which they wish to  
eschew. Overall, both sources are coherently  
linked together as they convey the broad  
women's movement to have represent a broad  
focus on the different aspects and areas of  
female life that have stirred a desire for  
change.

Both sources emphasise female apathy and  
frustration at ~~being forced into the lack of~~  
~~opportunities within employment and as a~~  
result of being forced into subordinate roles.

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within Society. Source 3 focuses on Kennedy's broad desire to end the social perception of women as inferior, as he argues that 'women have basic rights that should be respected and encouraged'. This alludes to the growing sense of female discontent that embedded ~~g~~ patriarchal expectations limited them from pursuing careers, instead keeping them in domestic roles. Despite women making up almost half of the US population, less than 38% women actually held jobs in the 1960s, and ~~most were~~ ~~out of~~ out of those who did work, they were limited to perceived 'female industries' such as waitressing and school teaching. Consequently, Kennedy notes that the government must act to 'satisfy their needs', as many women were turning to groups such as the NOW, which embodied their frustration and lobbied for ~~the enforcement of Title VII of the 19~~ an Equal Rights Amendment to the constitution, which would've enshrined female equality in federal law. Therefore, source 3 is inherently useful as its nature as a speech demonstrates Kennedy's recognition of the needs of



the women's rights movement, thus he is almost addressing them directly ~~in his promises to~~ and committing to end their apathy and discontent. Somewhat similarly, Source 4 recognises how female freedom has been stifled through patriarchal conditioning, leading to a lack of fulfilment. Friedan notes that 'the problem lay buried', suggesting that fear of transgressing gender expectations has silenced women, yet it has led her to ask 'the silent question', thus implying that this discontent is widespread. She argues that socialisation has made women 'put by the feminine, unhappy women who wanted to be poets or physicists', yet the fact that it is these same women who ask themselves 'the silent question' suggests that the women's movement was born from ordinary housewives beginning to reject their social conditioning and acknowledge their own desires and capabilities. As ~~source 3~~ Source 4 is a book, Friedan uses highly emotional and language to inspire not only empathy in her readers but perhaps inspire individual action too. Consequently, this makes Source

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4 useful as it was written by a co-founder of one of the principle women's rights organisations, there is details the exact motivations of an individual woman ~~so~~ he ~~forgot~~ that spurred her desire to fight for equality.

However, while source 4 ~~focuses on~~ emphasises the cause of women's liberation as shifting gender roles and a desire to reject domestic conformity, source 3 focuses to a greater extent on female dissatisfaction within the public sphere and the exploitation of female employment as ~~the~~ reason for their frustration. Kennedy constantly invokes the language word 'choice' and repeatedly affirms his belief that 'women should only work if they desire to do so'. This suggests his perspective is somewhat misguided, as he actually reinforces the gendered expectations of work that caused their frustration and the growth of organisations such as the NOW, The Feminists (established by Atkinson) and the New York Radical Feminists (Firestone) on the same place. Components Kennedy's



view is arguably somewhat limited, as although he is the President and therefore has a good understanding of his citizens, the fact that he is a man renders him unable to truly grasp the extent to which women felt oppressed and unequal. Therefore, Source 3 is somewhat diminished in its usefulness by the lack of true understanding Kennedy has. Somewhat similarly, it could also be argued that Source 3 is also limited due to the one sided perspective it presents. Friedan claims to speak on behalf of all women, as she invokes the plural form, thus homogenising their experience based solely on her own. She claims that there is a clear voice in women's words saying 'I want something more than my husband, no children and no home', and whilst this certainly may have been the reason many women felt spurred to join the fight for equality, it neglects the motivations of many women, who (as Source 3 recognises) simply wanted 'the choice' to work or be mothers, rather than ~~accept~~ reject domestic conformity in its entirety, as





Frieda suggests. Therefore, this arguably limits the value of source 4 as its emphasis on the origins of the women's movement is skewed towards the more radical perspective. - However, this it could be said that this actually therefore makes both sources inherently useful together as they present a variety of reasons for the growth of the women's movement when used in conjunction with each other, thus providing a more balanced perspective in their broad scope.

Overall, <sup>Sources 3 and 4</sup> ~~both sources~~ clearly emphasise that the origins of the women's movement can be seen from both a public and private perspective. Whilst source 3 <sup>it</sup> emphasises the denial of opportunity to work in the employment sector as the provocation of their ~~a~~ disenfranchisement, source 4 focuses to a greater extent on the growing ~~political consciousness~~ ~~as the main cause~~ rejection of their patriarchal socialisation as the main ~~driving~~ driver of the desire for change. Whilst both are arguably somewhat limited in their one-sidedness,



they are overall incredibly useful when  
used together as they allow a historian to  
examine both the person and wider  
social factors that contributed to  
second-wave feminism.



**ResultsPlus**  
Examiner Comments

Both sources are mined for inferences and the candidate shows a shrewd knowledge of the matters being discussed and illuminates them with judicious use of contextual knowledge of the concerns of women in the first half of the 1960s. Evaluation of weight is often subtle, eg the candidate debates the claim by Friedan that she stands for all women. The conclusion debates the relative weight of both sources.



**ResultsPlus**  
Examiner Tip

Try to be aware of the concerns and values of the society within which the sources are set when adding contextual material to inferences.



## Exemplar 2 (Level 4), June 2023

Option 2E, Question 2, The German Democratic Republic, 1949–90

Q2. How far could the historian make use of Sources 3 and 4 together to investigate relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

*Source 3: From an official letter sent by Willy Brandt to Willi Stoph, 22 January 1970. Willy Brandt was Chancellor of the Federal Republic of Germany (FRG) and Stoph was Chairman of the Ministerial Council of the German Democratic Republic (GDR).*

‘Dear Mr Chairman On behalf of the Federal Government, I suggest that our governments open negotiations about reaching a common agreement to reject the use of force as a way to resolve issues between us. These negotiations should be based upon the principle that both states treat each other equitably. These negotiations should provide an opportunity for a wide-ranging discussion of views on the settlement of all remaining issues between our two states, including the legal issue of our equality as states. Each side must be free to put forward all those considerations, proposals, principles and drafts that they believe to be appropriate. Discussions and negotiations on these issues should be made possible without any pressure of time. For your information, I include here what I said in this context in my statement to the German Bundestag on 14 January 1970: ‘It is my Government’s wish, through negotiations on practical questions, to reach settlements that will make life easier for the people in divided Germany.’ The Federal Government is ready to begin negotiations at any time. Minister Egon Franke, the Minister for Intra-German Affairs\*, is available for initial talks during which the course and progress of negotiations can be agreed.’

\* Minister for Intra-German Affairs – the FRG Minister responsible for relations with the GDR

*Source 4: From a report made by Willi Stoph to the Volkskammer of the GDR, 21 March 1970. Stoph was Chairman of the Ministerial Council of the GDR. Here he is commenting on the meeting that took place between himself and Chancellor Willy Brandt of the FRG at Erfurt, 19 March 1970.*

‘It was through the initiative of the GDR that the Erfurt meeting, to which we invited the Chancellor of the FRG, was held. The basis for the Erfurt meeting was the draft treaty sent by the Chairman of the Council of State, Comrade Walter Ulbricht, to the FRG. This draft treaty assumes equal-status relations, valid under international law, between the GDR and FRG. It provides a positive foundation for normalising relations between the GDR and the FRG. Let me emphasise that the GDR’s Council of State considers that the Erfurt meeting was useful. It is necessary that there be conferences between the two governments. However, as this matter concerns the relationship between the GDR and the FRG, it means ending, once and for all, the hostile policy pursued for over 20 years by all former FRG Governments. I asked Mr Brandt if his government is prepared unconditionally to agree to a relationship with the GDR recognised under international law. But if, as it constantly seemed





to be in Mr Brandt's statements, everything remains undecided, then words about securing the peace and improving relations are without practical value. The mood at Erfurt was open and frank. However, on careful consideration of the discussions, we can see that basic differences still exist between us on how to bring about peaceful co-existence between the GDR and FRG. There still exists in the FRG, even now, a policy of vindictiveness towards us. So, we must continue to be alert.'



## Exemplar 2 (Level 4) – June 2023

Sources 3 and 4 provide a useful insight into the relations between the GDR and the FRG in 1970 as they are from two different points of view, one from West German Chancellor Willy Brandt and the other from Willi Stoph the Chairman of the Ministerial Council in the GDR, this gives us a comprehensive view of the relations. However, Source 3's utility in particular is reduced due to the purpose of the source - a letter <sup>with the intention of</sup> in order to form a diplomatic persuading Willi Stoph to ~~come~~ form a positive diplomatic relationship ~~with~~ between the two germanys - thus it may not represent the true regard of West German Politicians to East Germany at this time.

Source 3 gives a useful insight behind what was the aims of Willy Brandt in his policy of Ostpolitik which started in 1969 when he became Chancellor ~~to~~ after Konrad Adenauer. Source 3 suggests that there was a keen desire in the FRG for improved relations between the two German states - Brandt



shows his desire for negotiations between the two states to be ~~not use~~ decided through diplomatic negotiations rather than force. This may <sup>is</sup> ~~have been as a result of the~~ plausible as there was an increasing detente period during this time in which diplomatic negotiations were desirable. thus when Brandt discusses that he wished to settle the 'legal issue of our equality as states' referring to the fact that before 1969 Konrad Adenauer had followed the Hallstein doctrine in which the FRG did not recognize the GDR as a separate state but instead referred to it as the eastern 'zone' in the hopes that, in not legitimising the GDR's existence, it may promote reunification. It is widely known that Willy Brandt's policy of Ostpolitik was largely different in the sense that he believed that in increasing connections between the two states it may bring about reunification in the long term through undermining the GDR attempts to separate the two states, therefore the source is <sup>useful</sup> accurate in the sense that it accurately depicts how Brandt planned to fulfil Ostpolitik. Source 3 also ~~is~~ includes Brandt's statement that he would like to make 'life easier for people in a divided Germany'. This statement





Shows that it was Brandt's intention to increase connections between the two states, such as the ~~allowing~~<sup>allowance</sup> of West Berliners to visit east Berlin where 6 million traveled in to the GDR in 1973, for the 'people'. Whilst ~~that~~ there may be some truth in that this that socially the policy of Ostpolitik was largely positive for the people, ~~there~~ the source misses the fact that the policy of interdependence and interconnectiveness came from the primary aim - as discussed - to in the long term promote reunification. However, that being said Brandt does say that Willi Stoph should contact the Minister for Intra-German Affairs to continue negotiations. Suggesting th This is important as it was known that in 1970 the GDR dealt with the FRG through their ministry of International Affairs suggesting that through using 'inter-german' ministry that the FRG still viewed the GDR not as a separate country. The lack of overt non acknowledgement of the GDR as a separate state ~~perhaps~~ is perhaps due to the fact that the letter is addressed to Willi Stoph with the purpose of convincing the GDR gov that the FRG desired for a genuine recog



reunion of the two countries, thus leading to a more positive depiction of the FRG - GDR relationship as cooperative.

However, in Source 4 <sup>said</sup> written by Willi Stoph to the GDR Volkskammer, the note that the FRG were less open ~~and~~ to the GDR as overtly stated is echoed when he remarks that 'even now, a policy of vindictiveness towards' the GDR exists so they had to 'be alert'. This is an accurate depiction of cautiousness by the GDR to the western policy of Ostpolitik as there is evidence that the policy was not widely taken as a success by the SPD government - for example following the restrictions on travel being partially lifted, there were efforts to reduce the effect of the restrictions for example, the amount FRG citizens had to transfer in currency to visit the GDR was doubled in 1973 reducing visitors by 1/3rd. Stoph also says that despite this, the 'Council of State saw the Erfurt meeting useful' suggesting that there was on the GDR saw the Ostpolitik reforms in 1970 as positive as well. This is true to the extent





that closer relations with the FRG were highly beneficial to the GDR in the 1970s as it supported ~~the~~ economic policies, such as Honecker's Unity of Social and Economic Policy, through the availability of cheap credit. The account by Stoph is likely more ~~reliable~~ useful in gauging the relationship between the FRG and the GDR as it depicts that there was a level of distrust still present after the meetings in 1970. This is as Stoph's speech is less subject to manipulation than Brandt's as it is being delivered directly to the GDR Volkskammer and therefore there is less need to cover up real intentions like Stoph's.

In conclusion, ~~the~~ using both sources 3 and 4 it can be concluded that there was a growing positive relationship between the FRG and the GDR in 1970. However, further analysis of the nature and purpose of the sources suggest that there may be aspects to the relationship left unsaid, particularly within Brandt's letter ~~and~~ However, when taken into account, this bias can be





*reasoned giving a useful insight into the relationship between the GDR and FRG.*



**ResultsPlus**  
Examiner Comments

Here, the candidate makes reasoned inferences from both sources in relation to relations between the FRG and GDR in 1970. Contextual knowledge is added that illuminates the source content and some attempt is made to address the utility of the sources to the enquiry, though this could have been developed further. It was given a high L4 mark.



### Exemplar 3 (Level 3), June 2023

Option 2E, Question 1; Mao's China, 1949–76

Q1. How far could the historian make use of Sources 1 and 2 together to investigate the methods used to establish control in the early years of CCP rule in China?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

*Source 1: From an interview with a retired policeman, recorded by Xinran, a Chinese academic based in the West, 2006. The policeman had a career which covered the entire period of Mao's rule. Here he is commenting on his role as a young policeman in Henan province.*

'In 1949, I had responsibility for monitoring a number of streets, checking households and keeping an eye on bad influences. We were told to ignore people like petty thieves and vagrants for the time being. Just to leave them. We had to concentrate our efforts on detaining counter-revolutionaries. Our chiefs gave us different categories to investigate: bandits and bullying landlords who held control in the countryside; key Guomindang counter-revolutionaries; followers of reactionary religious beliefs; spies. Checking and recording under these categories went on until 1956.

*Xinran: How did you know if someone was in these categories?*

Firstly, some of the counter-revolutionaries turned themselves in, and they were treated leniently. Secondly, we regularly went around checking households. We asked each family what each person had been doing. We noted it all down in their files. Thirdly, ordinary people reported suspects. All of those doing the reporting just thought that once that information was recorded that would be an end to it. It never occurred to them that those records could cause trouble for the suspects for the rest of their lives, let alone that it might implicate relatives and friends too.

*Xinran: Do you still think that they were counter-revolutionaries?*

According to the policies in force then, maybe they were. But some policemen went so far 'left' that they started to make false arrests. Things were chaotic then, and it wasn't easy to tell truth from lies'.

*Source 2: From the CCP directive, On the Struggle Against the 'Five Evils', published 26 January 1952. The directive was sent by the Central Committee of the CCP to provincial organisations and local cadres in urban areas.*

'In the cities, we should rely on the working class to unite with the lawabiding capitalists and other sections of the urban population to wage a determined, large-scale and comprehensive struggle. This struggle is against those capitalists who are violating the law through bribery, tax evasion, theft of state property, cheating on government contracts, and stealing economic information. We should coordinate this struggle with the struggle against corruption, waste, and bureaucracy, which is already being waged inside the Party, government, army and mass organisations. This action is both essential and necessary. In



the struggle against the 'five evils', we should adopt the tactics of using contradiction and provoking divisions. By uniting with the many, and isolating the few, a united front against the 'five evils' will speedily take shape. In a big city, such a united front may well come into being within about three weeks. Once this united front is formed, those reactionary capitalists guilty of the worst crimes will be isolated. The state will also be in a strong position to administer the right punishments, such as fines, confiscation, arrest, imprisonment, or execution, without much opposition. All our big cities should start the struggle against the 'five evils' in the first ten days of February. Please make prompt arrangements.'





### Exemplar 3 (Level 3) – June 2023

Source 1 discusses the role that a police system played in helping consolidate control in early CCP years. The ex-policeman states how they focused on "detaining counter-revolutionaries" who made up 9/10 prisoners in the Laogai system. He also mentions how they had "different categories to investigate" including land lords and spies, to which they gathered intel on suspects through reports or family members. The source also mentioned how "things were chaotic" due to some policemen making false arrests. These details are very important, as they are able to inform an historian on how the CCP managed to consolidate control in their early years, by exposing the method of police gathering intel on suspects before being detained. It paints a very solemn image, suggesting there was no unnecessary violence or terror, and that the public were very willing to help. Perhaps this source is useful due to it being written by someone who had knowledge of this and played the same role throughout Mao's era.

Source 2 makes reference to the 3 anti's "corruption, waste, and bureaucracy", as well as the 5 anti's "bribery, tax evasion etc...". It discusses how these policies /



programme will help the party have a "united front" putting "the state ... in a strong position". The 3 and 5 Anti's (1951-2) attempted to ~~er~~ eradicate members of the party who were said to be too close to capitalists as well as anyone in society who was found to have done one or more of the anti's. Source 2 is successfully able to show how the CCP used policies to assert their control, by removal of opponents. The source, just like source 1, mentions how the state will use punishments like "fines, confiscation, arrest, imprisonment, or execution" against those found guilty of one or more of these crimes. Together the sources are able to tell a historian about methods the CCP used in early years to consolidate control, including policing which led to arrests and imprisonment, and policies like 3 and 5 Anti's which had a variety of punishments for those caught.

However both sources fail to mention the use of violence and terror, that the CCP used in the form of the Great Terror Purge (1950-1) and reunification ~~and~~ campaigns (1949-51), in order to ~~consolidate~~ establish control. The ~~Great Purge~~ saw up to 5 million people ~~d~~. The reunification campaigns of 1949-51, saw the PLA establish control in Tibet (1950) forcefully, in Xinjiang (1951) purging many Uyghur Muslims and in Guangdong which was home to the CMO. These ~~are~~ are 2 other important





methods that the CCP used to establish control. Perhaps source 1 is limited this way due to it being an interview of one <sup>ex-</sup> police officer, who may not have knowledge of these or have even taken part in them. Therefore the contents of source 1 can be said to be limited due to the nature of it. However source 1 is written after Mao's time, but uses an ex-officer who served during Mao's whole era, which can be useful because there are no worries of persecution (not Maoist era) meaning answers are more likely to be valid and comes from someone who has first-hand experience.

Source 2 could be viewed as limited due to its origin - being a CCP directive that informs us on the 3 and 5 anti's. This is limiting as there is no other mention of alternative methods, due to its purpose to tell cadres how/when to arrest based on the new 5 anti campaign. However it can be viewed as useful in telling a historian about what methods the CCP used in early years, as it comes from directly from the party meaning it is official.

~~At the~~ All in all, a historian can make great use of sources 1 and 2 in telling them what methods the CCP used to establish control in their early years, including policing and intel, as well as the 5 anti and its punishments. However there is some limitation, in terms of other methods that were used being left out.





~~like~~ like terror or forced PLA presences, in order to establish control.



**ResultsPlus**  
Examiner Comments

This answer makes inferences from both sources with regard to the methods used by the CCP to establish control in China, though these are not developed very far. To this the candidate adds some contextual knowledge to expand the points being made. Finally, a valid attempt is made to assess the utility of the sources to the enquiry by use of the candidate's own knowledge. It was awarded a top L3 mark.



# Paper 3

## AO2 Mark scheme (Paper 3)

### Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li></ul>
2	4–7	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
3	8–12	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li></ul>
4	13–16	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>
5	17–20	<ul style="list-style-type: none"><li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li></ul>



## Exemplar 4 (Level 5), June 2024

Option 33: The witch craze in Britain, Europe and North America, c1580–c1750

Q1. Assess the value of the source for revealing the beliefs about the nature of supernatural powers and the role of judges in Scotland in the late sixteenth century.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context

*From King James VI of Scotland, Daemonologie, published 1597.*

“The Devil is ready to imitate God. Being a spirit, he is able to transport himself as a solid body from one place to another. This is seen commonly and daily. In this transporting, he and other spirits, known as witches, are invisible to anyone else, except themselves. For, if these witches may take whatever form they please in the air, they may also thicken and obscure the air so that they are invisible. Another way of the witches coming to their gatherings is that they can come and enter into any house or Church, even though all ordinary entrances be closed. They can do this by being transformed into the likeness of a beast. And some say that, although the bodies of the witches are lying still, their spirits can rise out of their bodies, and be carried to these gatherings. By this form of journeying, the witches can be transported from one country to another. The Prince or the Judge may punish the witches as he thinks convenient. But in the end, to spare the life of the witch is a fault, and treason, against God. It is not only unlawful, but also a sin for the Judge to be saving or sparing them. This is comparable to the sin of Witchcraft itself. Surely then, this crime ought to be as severely punished. Judges ought to be aware that they should not simply condemn anyone, except those witches that they are sure are guilty. Judges ought indeed to beware whom they condemn. For it is as great a crime to condemn the innocent, as to let the guilty escape free. In addition, the report of any one person should not be admitted as a sufficient proof; this cannot be the working of the law. The confessions of several guilty persons can work against a person who is accused. Since this is a matter of treason against the Prince and against other persons, in my opinion, our law should provide for sufficient witnesses and proofs. For, as witches can be proven, are they then the best witnesses of the actions of other witches? I surely think that these witches, as witnesses, may be sufficient in matters of high treason against God.”





## Exemplar 4 (Level 5) – June 2024

- 1 Assess the value of the source for revealing the beliefs about the nature of supernatural powers and the role of judges in Scotland in the late sixteenth century.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

(20)

This source, from King James VI's 'Doctrinale' is extremely valuable when considering popular beliefs about the nature of supernatural powers regarding witchcraft, as well as the responsibility of judges in Scotland during the 16th century. Throughout the source, King James makes his case - not just to his subjects in Scotland but also to those in England who are soon to be - that supernatural powers are inherently ~~linked~~ <sup>linked</sup> with the Devil, and thus it is the responsibility of the law to punish witchcraft.

Firstly, James uses the source to create a sense of fear and panic



regarding the nature of supernatural powers. This is highlighted by his emphasis in the source on the "invisible" threat of the supernatural. A close link between the Devil and supernatural powers is created in "he and other spirits, known as witches, are invisible to anyone else." This image ~~also~~ reveals how James used the threat of supernatural powers as a constant and light practice throughout his reign as King of Scotland, sparking fear as a method of controlling the masses. ~~at the~~ As well as this, it reveals an important belief of the time, that of Diabolism, which James actively sought to establish in Scotland and England throughout the late 16th and early 17th centuries and replace the traditional belief of 'white magic' which had been prominent in the early 15th century. Collectively, this evidence is valuable, as it highlights how



Janes, and many others of the educated, upper-class elite, desired to impose new and more manipulatable beliefs in supernatural powers during the late 16th century. This links to Janes' voyage to Denmark in 1589, which many ~~historians~~ historians ~~extensively~~ consider to be largely formative to his beliefs in Diabolism, as he met with leading European thinkers on the subject ~~that~~ such as Niels Hemmingsen.

Furthermore, Janes used the source to allude to a number of other beliefs in the supernatural which he wished to impose upon the masses. This is evident in his referral to the belief that witches have ~~to~~ the power to ~~transform~~ "into the likeness of a beast." This concept links to some of the accusations of shapeshifting ~~to~~ towards accused witches during





the North Berwick hunt of 1590-91, as well as the idea of 'familiars', which was a popular belief across Scotland and England at the time regarding witchcraft. Continuing, Jones also makes reference in this source to the accusations made towards Agnes Sampson in particular, who was a notable victim of the Berwick witch hunt. Jones highlights how "witches can be transported from one county to another," which mirrors the accusation that Agnes Sampson was able to fly across the sea and use her supernatural powers to cause the intense storms which Jones encountered on his journey to Denmark. Jones' lines here to the North Berwick witch hunt of 1590-91 are also valuable because of their implication. Jones includes further references to the Berwick case by including extracts from 'news from Scotland' in other chapters of 'Daemonologie', clearly



highlighting his desire to use the Berrick hunts as proof of his reliable track record as king of Scotland to the English readers of 'Deamonomologie' and further cement the beliefs regarding supernatural powers which he explores in ~~the~~ this source throughout his domain.

As well as this, the source is incredibly valuable when considering the role of judges in Scotland during the late 16th century. In Scotland during this time, courts only required a simple majority to convict ~~and~~ an individual of ~~witchcraft~~ witchcraft, and this falls in line with the sentiment of assumed guilt and expedience of convictions by James in: "The Prince ~~or~~ the Judge may punish the witches as he thinks convenient. But in the end, to spare the life of the witch is a fault, and treason, against God." Here, James makes





a line to his belief in the 'divine right of kings' in order to emphasise the inherent guilt and heinous nature of supernatural forces and ~~witch~~ witchcraft - and therefore the responsibility and duty the judges of Scotland hold to convict witches. This highlights a wider notion about the role of judges during the 16th century, that creating a fair and just trial for an individual, according to some, should not necessarily be the most important role.

Finally, some does use this source to highlight - or at least acknowledge - the possibility of wrongful convictions and the responsibility of judges to be somewhat cautious when convicting people of witchcraft: "Judges also ~~are~~ ought indeed to beware whom they condemn. For it is a great crime to condemn the innocent." This could be a response





from James, in light of the heavily criticized Great Scottish witch hunt of 1597, which allegedly took place under a Royal commission, but many thought was too extreme in its extent of persecutions. It is here, that James once again uses the source to try and appeal ~~with~~ to his soon-to-be subjects in England, ~~about~~ claiming himself to be a responsible king.

Ultimately, it is clear that James' act of perpetuating fearful and threatening depictions and beliefs regarding supernatural powers in this source is critical to his attempt to ~~relate~~ relate to the audience of ~~Demost~~ 'Demonologie', and highlights how beliefs in the supernatural at this time were largely dictated by leaders and those in the educated upper classes. Furthermore, James' focus on the role of judges in Scotland during the late



16th century reveals a strong belief of the duty to punish witchcraft, which stems from the inherently sinful nature of the supernatural as a belief system.



**ResultsPlus**  
Examiner Comments

This is a clear level 5 response that is focused and works with the source to identify and illustrate a range of points relevant to both enquiries. There is contextual knowledge throughout the answer to develop the valid inferences that have been made. The caption and contextual knowledge are used to evaluate the source.



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Examiner Tip

Make sure that your contextual knowledge is tightly linked to the points raised by the source rather than as a separate section.