



# Getting Ready to Teach

## Edexcel AS and A level History from 2015

Course Code: 14GBAH01

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### Aims and Objectives of the event

- Consider the structure, content and assessment of these new qualifications, and the support available to guide you through these changes
- Explore possible teaching and delivery strategies for the new qualifications, including co-teaching AS and A level
- Explore Paper 1, Paper 2, Paper 3 and the coursework in detail, and take part in activities
- Have the opportunity to network, discuss best practice and share ideas with other teachers

## Paper 1, Option 1B: England, 1509–1603: authority, nation and religion

### Overview

This option comprises a study in breadth in which students will learn about the key political, social and economic features of Tudor England from the accession of Henry VIII to the death of Elizabeth I, an era of decisive change for the English state and church.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1509–1588. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: whether there was a general crisis of government in the last years of Elizabeth I's reign, 1589–1603.

Themes	Content
<b>1 Monarchy and government, 1509–88</b>	<ul style="list-style-type: none"> <li>• The Tudor monarchs: personal and political qualities; popular attitudes towards the Tudors; the disputed successions and the significance of gender for Mary and Elizabeth.</li> <li>• The changing role of parliament: Henry VIII's parliaments before 1529; from 'King and Parliament' to 'King-in-Parliament'; the growing confidence of parliament under Elizabeth.</li> <li>• The principal servants of the crown: the powers exercised by leading ministers; the influence of Wolsey, Cromwell and Burghley; changes to the structure of government.</li> </ul>
<b>2 Religious changes, 1509–88</b>	<ul style="list-style-type: none"> <li>• Tudor monarchs and religious change; Henry VIII and the end of papal power in England; religious changes under Edward and Mary; the Elizabethan compromise of 1558–63.</li> <li>• Catholicism and its survival: popular attitudes to Catholicism; the extent of religious changes, 1529–36; the survival of Catholicism in the regions; recusancy and Jesuit missions in Elizabeth's reign; the role of the Catholic nobility.</li> <li>• Protestantism and puritanism: Protestant influences in England, 1509–47, including the significance of Anne Boleyn; Protestantism under Edward VI; the growth and significance of puritanism during Elizabeth's reign.</li> </ul>

Themes	Content
<b>3 State control and popular resistance, 1509–88</b>	<ul style="list-style-type: none"> <li>• Tudor control of the country: the Marcher Council and the Council of the North; the role of the nobility in maintaining control; the growing power of the justices of the peace; the lords lieutenant under Elizabeth.</li> <li>• The state and the poor: reasons for the growth of poverty in Tudor England; punishments for beggars and vagrants; the importance of charities and local authorities in the provision of poor relief.</li> <li>• Resistance to Tudor rule: the significance of resistance to demands for subsidies and taxes; the nature of the threat posed by popular risings, 1536–69; reasons for the decline of popular resistance, 1570–88.</li> </ul>
<b>4 Economic, social and cultural change, 1509–88</b>	<ul style="list-style-type: none"> <li>• Patterns of domestic and foreign trade: the significance of the wool and cloth industries; the development of 'new draperies' from the 1560s; the impact of the migration of foreign textile workers; the role of London as a market for goods; the consequences of exploration for trade.</li> <li>• The changing structure of society: the increase in population; the impact of the closure of the monasteries; the spread of enclosure and its effects on the rural population; the impact of growing urbanisation; the growing professional classes.</li> <li>• Cultural change: the impact of the growth of grammar schools and universities; the impact of the printing press; the impact of religious change on culture; patronage and the development of drama, music and poetry; the significance of royal and noble patronage; developments in drama, music, poetry and architecture; the impact of the 'cult of Gloriana'.</li> </ul>

Historical interpretations	Content
<b>Was there a general crisis of government in the last years of Elizabeth I's reign, 1589–1603?</b>	<ul style="list-style-type: none"> <li>• The significance of threats to national security from Spain and Ireland.</li> <li>• The extent of faction at court and the succession issue.</li> <li>• The importance of growing conflicts with parliament and the session of 1601.</li> <li>• The importance of harvest failures in the 1590s and the growth of social distress.</li> </ul>

## Paper 1, Option 1G: Germany and West Germany, 1918–89

### Overview

This option comprises a study in breadth, in which students will learn about key political changes experienced in a unified Germany and then in West Germany after the Second World War, and the impact of these changes on German economic, social and cultural developments.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–89. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs parallel to, the themes: how far Hitler’s foreign policy was responsible for the Second World War.

Themes	Content
<b>1 Political and governmental change, 1918–89</b>	<ul style="list-style-type: none"> <li>• Creation and collapse of the Weimar Republic, 1918–33: creation of a republic, 1918–19; overcoming challenges to the democratic constitution, 1918–29; collapse of democracy, 1930–33.</li> <li>• Nazi dictatorship, 1933–45: establishing a dictatorship, 1933–34; nature of Nazi government, 1934–39; government in wartime, 1939–45.</li> <li>• Return to democratic government, 1945–89: creation of the Federal Republic of Germany (FRG), 1945–49; consolidation under Adenauer and Erhard, 1949–65; maintaining political stability under Brandt, Schmidt and Kohl, 1965–89.</li> </ul>
<b>2 Opposition, control and consent, 1918–89</b>	<ul style="list-style-type: none"> <li>• Opposition to government, 1918–89: the impact of Versailles, political extremism and crises, 1918–33; opposition and dissent in Nazi Germany, 1933–45; political dissent and active challenge, 1949–89.</li> <li>• Controlling the people, 1918–89: attempts to control extremism, 1918–32; censorship and repression, 1933–45; the constitutional and legal response to political extremism, 1949–89.</li> <li>• Popular support and political persuasion, 1918–89: the nature of support for the Weimar constitution, 1918–32; support for the Nazi regime and the use of propaganda, 1933–45; the de-Nazification policies of the western allies, 1945–49; the nature of support for democracy in the FRG, 1949–89.</li> </ul>

Themes	Content
<b>3 Economic development and policies, 1918–89</b>	<ul style="list-style-type: none"> <li>• Reacting to economic challenges, 1918–32: economic crises and government response, 1918–23; policies for recovery, 1924–28; impact of, and response to, the Great Depression, 1929–32; changing living standards, 1918–32.</li> <li>• Controlling the economy, 1933–45: attempting economic recovery, 1933–36; creating a command economy, 1936–39; changing living standards 1933–39; impact of war, 1939–45.</li> <li>• Creating a social market economy, 1945–89: economic recovery, 1945–55; the 'economic miracle', 1955–66; surviving economic challenges, 1966–1989; integration into the European economy, 1949–89; changing living standards, 1945–89.</li> </ul>
<b>4 Aspects of life in Germany and West Germany, 1918–89</b>	<ul style="list-style-type: none"> <li>• Attitudes towards women, 1918–89: the role and status of women, 1918–1932; the impact of the <i>Kinder, Küche, Kirche</i> policies and the Second World War on women's lives, 1933–45; the role and status of women in the FRG.</li> <li>• Education and cultural developments, 1918–89: education in the Weimar Republic; cultural experimentation, 1918–32; Nazi education and cultural policies, 1933–45; education in the FRG, including post-war re-education policies; cultural and generational tensions in the FRG.</li> <li>• Attitudes towards ethnic minorities, 1918–89: the status of, and attitudes towards, ethnic minorities, 1918–32; Nazi racial policies, including the Final Solution; the status of, and attitudes towards, ethnic minorities in the FRG.</li> </ul>

Historical interpretations	Content
<b>How far was Hitler's foreign policy responsible for the Second World War?</b>	<ul style="list-style-type: none"> <li>• The influence of German history on Nazi foreign policy.</li> <li>• Hitler's ideas and his role in the shaping of Nazi foreign policy.</li> <li>• The reasons for the German invasion of Poland in 1939.</li> <li>• The contribution of other nations to the outbreak of war.</li> </ul>



## Activity 1: Spot the difference

### Paper 1 AS and A level essay questions

- Compare Section A and B essay questions in Option 1E in AS and A level SAMs.
- Identify three ways in which A level essays appear more demanding than the AS.

#### 1E AS QUESTIONS

##### SECTION A

1 Was Stalin's elimination of his opponents in government and party the main reason for his power in the USSR in the years 1928–53? Explain your answer.

2 Was the failure of Khrushchev's industrial reforms the main reason for economic problems in the USSR in the years 1964–82? Explain your answer.

##### SECTION B

3 To what extent did government policy towards arts and culture change in the years 1917–64?

4 How accurate is it to say that government social policy succeeded in improving the lives of people in the USSR in the years 1953–85?

#### 1E A LEVEL QUESTIONS

##### SECTION A

1 How far was government control over the lives of the people maintained in the years 1953–85?

2 How far was Brezhnev responsible for the economic decline of the USSR in the years 1964–85?

##### SECTION B

3 How successful were government policies in promoting industrial development in the USSR in the years 1928–64?

4 How far did the fundamental features of Lenin's government of the USSR remain in place under Stalin?

Question	Indicative content
<b>2</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34.</p> <p>The significance of the growth of industrial towns as a factor in the breakdown of the old Poor Law system should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The size and rapid expansion of industrial towns increased the number of people seeking relief thus overwhelming the parish system</li><li>• The increasing size of the population, along with the poverty of many of the inhabitants, meant that insufficient funds were raised from rate-payers to fund provision</li><li>• The 'universal' parish system became impractical, e.g. the status of rural-urban migrants</li><li>• In times of economic slump, the need for relief was concentrated in industrial areas already unable to cope.</li></ul> <p>The significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• A lack of funding undermined provision, e.g. the unrepresented, newly wealthy, middle-class rate-payers resented funding poor relief</li><li>• The lack of uniformity in the parish system itself undermined effective provision, e.g. the effect of the Speenhamland system</li><li>• Ideologies such as utilitarianism undermined trust in the system</li><li>• Periodic economic slumps affected the ability to provide relief across the whole country in both urban and rural areas</li><li>• The economic and social impact of the end of the Napoleonic Wars in 1815.</li></ul> <p>Other relevant material must be credited.</p>



## Activity 2: Differentiation of AS and A level

- Study question 5 of Option 1E in both the AS and A level SAMs, along with the indicative content in the mark schemes.
- Identify the ways in which the A level question approach differs from the AS and represents a higher level of demand.

### 1E AS QUESTION 5

**Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.**

Historians have different views about the reasons for the fall of the Soviet Union.

Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the collapse of the Soviet Union came about because of the failure of Gorbachev's reform programme?

### 1E A LEVEL QUESTION 5

**Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.**

In the light of differing interpretations, how convincing do you find the view that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question' (Extract 1, line 5)?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.



**Extracts for use with Section C.**

**Extract 1:** From Martin McCauley, *The Soviet Union, 1917–91*, published 1993.

When Gorbachev took his leave of the Soviet people on 25 December 1991, he did so a saddened man. The Soviet Union, which he had tried so bravely to reform, was about to pass into history.

Gorbachev had a clear agenda before he took office. In a speech in December 1984, he spoke of the need to make 'deep transformations in the economy and the whole system of social relations'. His intention was to set in motion a revolution, controlled from above. His reforms quickly reached their limits. Gorbachev's intention was not to achieve fundamental changes but to make the existing structures function more efficiently. The state created by Lenin and the centrally planned economy were to remain. He rejected Stalin's legacy and searched for a more humane socialism. However, he never had a clear vision of how political, economic and social reform would interact and allow the USSR to progress. Unfortunately for Gorbachev, public, social and political forces, awakened by *perestroika*, could not be regulated from above.

**Extract 2:** From Robert Service, *The Penguin History of Modern Russia*, published 1997.

Nowhere was Gorbachev's complacency more harmful [to the Soviet Union] than in relation to the 'national question'. Gorbachev was not a pure Russian: he was born to a couple consisting of a Russian and a Ukrainian. He was comfortable with his dual identity, and this produced casualness that gave much offence. For example, when he visited Ukraine in 1986, he spoke about Russia and the USSR as if they were one and the same. Ukrainian national sensitivities were outraged.

The nationalist resurgence in Latvia, Lithuania and Estonia had become more defiant by 1988. Not all the dissenters were calling for outright independence, but the degree of self-government demanded by them was rising. Their example stimulated national movements elsewhere.

**Acknowledgements**

Extract 1 is from Martin McCauley, *The Soviet Union 1917–1991*, Longman 1993 © 2014 Taylor & Francis Group; Extract 2 is from Robert Service, *The Penguin History of Modern Russia: From Tsarism to the Twenty-first Century*, Penguin 2009 © Penguin Books Ltd

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## AS 1E Section C indicative content

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic 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.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that fall of the Soviet Union came about primarily because of the failure of Gorbachev's reform programme. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> <li>• Gorbachev's reforms quickly reached their limits</li> <li>• Gorbachev's intention was not to allow fundamental reforms which threatened the Leninist state and the centrally planned economy</li> <li>• He was unable to regulate the forces unleashed by <i>perestroika</i>.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Gorbachev's complacency towards the 'national question' was harmful to the Soviet Union</li> <li>• The nationalist resurgence in the Baltic Republics was accompanied by demands for increased autonomy</li> <li>• The example of the Baltic Republics stimulated national movements elsewhere within the Soviet Union.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the effects of Gorbachev's reforms. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <i>Perestroika</i> dramatically weakened the Soviet economy, leading to severe shortages of food and consumer goods</li> <li>• <i>Glasnost</i> encouraged a new political culture that brought Soviet politics into disrepute.</li> </ul> <p>Candidates should use their own knowledge of the issues to address other conditional and/or contingent reasons which explain the fall of the Soviet Union. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The political and economic condition of the USSR in 1985 and the extent to which its problems were systemic</li> <li>• The growth of nationalism in Eastern Europe, strengthening nationalist forces in the USSR</li> <li>• The weakening of Communist Party authority in the USSR as a consequence of the extensive challenge to communist power in satellite states in Eastern Europe.</li> </ul>

**Extracts for use with Section C.**

**Extract 1:** From John Keep, *A History of the Soviet Union 1945–1991*, published 1995.

Gorbachev, who had made his career in a region where ethnic tensions were not particularly marked, underestimated their explosive potential. A rationalist, he assumed too readily that national enmities could be reduced by social and economic progress. As late as November 1987, when it was already clear that the national question was a volcano that might erupt at any time, he was uttering soothing statements to the effect that the problem had essentially been solved but needed review by experts. He suffered from 'ethnic blindness' as shown by his policy of appointing Russians to replace uncooperative native leaders. When protests [over one such replacement] broke out in Kazakhstan, nine demonstrators were killed and five hundred arrested. Protests were staged in sympathy in several other places. Despite this ominous warning, the number of non-Russians in leading Party bodies tended to decline in the early years of *perestroika*. It is difficult to avoid the conclusion that Gorbachev, preoccupied by what he saw as far more substantial issues, displayed a remarkable degree of complacency.

**Extract 2:** From Robert Service, *The Penguin History of Modern Russia*, published 1998.

By 1988, Gorbachev had carried out what had once been a virtually inconceivable transformation of politics and culture. The entire structure of the state had been shaken, and Gorbachev let it be known that more walls had to be brought down before he could properly rebuild as he wished.

While battering the system in 1986–88, Gorbachev hoped to change the Soviet order and secure popular approval and political legitimacy throughout society. He still aimed, in his confused fashion of thought, to preserve the Soviet Union and the one-party state. Lenin and the October Revolution were meant to remain publicly revered. But he failed to understand that his actions were strengthening the very phenomena which he was trying to eliminate. Glasnost and perestroika were undermining the political and economic foundations of the Soviet order. Localism, nationalism, corruption, illegal private profiteering and distrust of official authority: all these phenomena had been reinforced by the dismantling of central controls undertaken by Gorbachev.

**Acknowledgements**

Extract 1 is from John Keep, *Last of the Empires: A History of the Soviet Union 1945–1991*, Oxford University Press 2002. By permission of Oxford University Press; Extract 2 is from Robert Service, *The Penguin History of Modern Russia: From Tsarism to the Twenty-first Century*, Penguin 2009 © Penguin Books Ltd.

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Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic 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.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> <li>• Ethnic tensions within the USSR were growing, as shown by the protests in Kazakhstan</li> <li>• Gorbachev's believed that ethnic tensions would subside with progress in society and the economy</li> <li>• Gorbachev's complacency over ethnic tensions is suggested by the continued promotion of Russian politicians in non-Russian republics.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Gorbachev's reforms had shaken the foundations of the Soviet state</li> <li>• <i>Glasnost</i> and <i>perestroika</i> had had the effect of promoting disorder and corruption in public life</li> <li>• Despite the undermining of the Soviet order in state and society, Gorbachev intended to continue his reform programme.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth of ethnic dissent in Latvia, Lithuania and Estonia in 1986–87 [relevant to Extract 1]</li> <li>• Conflict between Armenians and Azeris over Nagorno-Karabakh in 1987–88 [relevant to Extract 1]</li> <li>• The growing demands for independence from many of the republics in 1988–90 [relevant to Extracts 1 and 2].</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Changes to the political structure of the USSR in the years 1985–90 [relevant to Extract 1]</li> <li>• The impact of <i>glasnost</i> on Soviet citizens as issues hitherto hidden had become the subject of open political discussion [relevant to Extract 2]</li> <li>• <i>Perestroika</i> had led to serious economic problems, including food shortages and a decline in industrial output [relevant to Extract 2]</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="360 136 1362 230">• The attempts at economic reform had led to the growth of bribery, corruption and profiteering in many areas of the economy [relevant to Extract 2]</li><li data-bbox="360 248 1294 342">• Additional reasons, e.g. the role and popular appeal of Yeltsin in demanding widespread reforms, and in undermining Gorbachev's government.</li></ul>

## Paper 2, Option 2F.1: India, c1914–48: the road to independence

### Overview

This option comprises a study in depth of the transition of the Indian sub-continent from a colony to independence. The gaining of Indian independence influenced both the nature of civil rights campaigning and the search for national self-determination throughout the world.

Students will gain an in-depth understanding of the changing relationship between Britain and India from the outbreak of the First World War to the achievement of independence for the Indian sub-continent, and of the reasons for this, with particular reference to Indian nationalism.

Key topics	Content
<b>1 The First World War and its impact on British India, 1914–20</b>	<ul style="list-style-type: none"> <li>• India in 1914: political geography; the British Raj; Indian society and religion; importance of India to Britain; British and Indian attitudes towards each other; Indian nationalism.</li> <li>• India and the First World War: response to the outbreak of war; Indian military and economic contribution; economic impact in India and consequences for British rule.</li> <li>• Effects of war on British rule: the impact on the Raj; the Montagu Declaration; the Rowlatt Acts, the Amritsar massacre and political aftermath; the Montagu-Chelmsford Report and the Government of India Act; significance of 1919 for British rule.</li> <li>• The growth of nationalism: impact of war; the Indian National Congress and emergence of Gandhi; the Lucknow Pact and role of Jinnah; Home Rule Leagues; response to British legislation and the significance of Amritsar, 1919-20.</li> </ul>
<b>2 Changing political relationships, 1920–30</b>	<ul style="list-style-type: none"> <li>• Gandhi and civil disobedience, 1920–22: Gandhi's aims and beliefs; his becoming leader of Congress 1920; the non-cooperation campaign; significance of his imprisonment.</li> <li>• Congress reorganised, 1922–30: membership and organisation; political participation and 'back to basics'; the 'young hooligans'; the Nehru Report; the Lahore Congress and <i>purna swaraj</i>; the salt <i>satyagraha</i> and consequences of civil disobedience.</li> <li>• The Muslim League: the <i>Khilafat</i> movement; re-emergence of Muslim values; the concept of separateness; breakdown of relations with Congress; Jinnah's beliefs and aims; the significance of failed attempts to reunite with Congress.</li> <li>• British response: control and concession; reasons for and reception of the Simon Commission; the Labour government and the significance of the Irwin Declaration.</li> </ul>

Key topics	Content
<b>3 Consultation and confrontation, 1930–42</b>	<ul style="list-style-type: none"> <li>• Failure of the Round Table Conferences, 1930–32: the First, Second and Third Conferences; reasons for failure, including the role of Congress, the situation in Britain and divisions over separate elections.</li> <li>• Political developments, 1932–35: Indian reaction to the failure of consultation; the Communal Award and Gandhi's response; the Yeravda Pact; support and opposition in Britain for constitutional change.</li> <li>• Government of India Act and its impact, 1935–39: partial implementation; nationalist response; outcome of the 1937 elections; rejuvenation of the Muslim League; divisions within Congress; attitudes towards the British Raj.</li> <li>• Reaction to outbreak of the Second World War: Congress and Muslim League responses to the declaration of war; the Lahore Resolution; nationalist reaction to the August Offer; Bose and the Axis Powers.</li> </ul>
<b>4 The road to independence, 1942–48</b>	<ul style="list-style-type: none"> <li>• Impact of the Second World War on Indian politics: threat of invasion; the Cripps Mission; the 'Quit India Campaign' and its repercussions; Wavell's appointment as Viceroy; the Bengal Famine; the failure of the Simla Conference 1945.</li> <li>• The changing relationship between Britain and India, 1942–45: impact of war on British rule and Indian nationalism; the influence of the USA; the Labour government's Indian policy.</li> <li>• Attempts at political settlement, 1945–46: the impact of Indian elections; failure of the Cabinet Mission; Direct Action; interim government under Nehru.</li> <li>• Withdrawal, partition and independence, 1947–48: Mountbatten and the decision to withdraw; reasons for partition and the nationalist response; the partition plan; the Boundary Commission; independence for India and Pakistan; British withdrawal and communal violence.</li> </ul>

## Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge

### Overview

This option comprises a study in depth of the USA in the years 1955–92, from post-1945 affluence, through racial and political protests in the 1960s, to the rise of right-wing groups in the 1980s and the development of bitter divisions between Democrats and Republicans.

Students will gain an in-depth understanding of the challenges posed to the American political system by popular protests and different styles of leadership, and the effects on society of widespread economic, social and cultural change.

Key topics	Content
<b>1 Affluence and conformity, 1955–63</b>	<ul style="list-style-type: none"> <li>• Urbanisation and affluence: the changing nature of cities; expansion of the suburbs; highway development; growing ownership and use of cars; white collar jobs and service industries; consumerism and domestic technology.</li> <li>• Cultural conformity and challenge: suburban conformity and social change in film and TV; advertising; the challenge of teenage culture and music; 'beatnik' culture.</li> <li>• The civil rights movement, including the Montgomery and Birmingham protests; the impact of the Washington march; the Ku Klux Klan and White Citizens' Committees.</li> <li>• Kennedy's New Frontier: social welfare and unemployment programmes; environmentalism and expansion of the National Park system; the Peace Corps; the space programme; extent of Kennedy's domestic achievements.</li> </ul>
<b>2 Protest and reaction, 1963–72</b>	<ul style="list-style-type: none"> <li>• Civil rights: the significance of Malcolm X, Black Power and the Black Panthers; King's changing priorities, including the campaigns in Selma and Chicago; King's achievements and the impact of his assassination; the work of Cesar Chavez.</li> <li>• Protest and personal freedom: student protest; counter-culture and its key features; the growth of the women's movement; the impact of sexual liberalisation; the origins of gay rights.</li> <li>• Johnson's Great Society, 1964–68: tackling poverty and unemployment; improving housing and education; Medicare and Medicaid; civil rights laws; Johnson's achievements.</li> <li>• Reactions to the counter-culture, 1968–72: the rise of the 'silent majority'; the role of the media in influencing attitudes; the impact of events in Vietnam and at Kent State; Nixon's appeal and his attack on the Great Society.</li> </ul>



Key topics	Content
<b>3 Social and political change, 1973–80</b>	<ul style="list-style-type: none"> <li>• The crisis of political leadership: the impact of Watergate on politics and the presidency; Ford, Carter and a new style of leadership; growing political disillusion, including the impact of the Iranian hostage crisis; the political impact of environmentalism.</li> <li>• The impact of economic change on society: the effects of inflation on family incomes; the growth of homelessness; the oil crisis and the end of cheap energy; the impact of foreign competition; the response of the government.</li> <li>• Changing popular culture: business interests in sports; the fragmentation of popular music; contradictions in film and TV, including the depiction of political and social tensions and a return to escapism; developments in news media.</li> <li>• The extent of progress in individual and civil rights: the political and social impact of Roe v. Wade; women’s rights; workers’ rights; gay rights; Native American rights and the impact of Red Power; the status of black Americans.</li> </ul>
<b>4 Republican dominance and its opponents, 1981–92</b>	<ul style="list-style-type: none"> <li>• New directions in economic policy: the impact of Reagan’s policies on workers and the family; the trade and budget deficit; the significance of Bush’s decision to raise taxes.</li> <li>• The Religious Right and its critics: the promotion of traditional values; campaigns against abortion and homosexuality; Nancy Reagan’s ‘Just Say No’ campaign; the growth of bitter political divisions and their significance.</li> <li>• Cultural challenge: trends in youth culture; the impact of technology on popular culture; the growth of cable television and the influence of MTV; the impact of the AIDS crisis; controversial social issues in film and television.</li> <li>• Social change: the changing status of ethnic minorities; the impact of black American success in politics, business, sport and popular culture; the extent of racial tolerance and integration by 1992; the impact of women in politics and the workplace; the changing status of women by 1992.</li> </ul>



## Activity 3: Paper 2 essays

- Compare questions in A level Paper 2C.2 Section B with those in A level 1E Section A.
- How far do Paper 2 essay questions differ from Paper 1 questions at A level?

### 2C.2 SECTION B QUESTIONS

5 'The weaknesses and divisions of the opposition were primarily responsible for the failure of the 1905 revolution.'

How far do you agree with this statement?

6 'In the years 1921–24, the NEP succeeded in bringing political and economic stability to the USSR.'

How far do you agree with this statement?

### 1E SECTION A QUESTIONS

1 How far was government control over the lives of the people maintained in the years 1953–85?

2 How far was Brezhnev responsible for the economic decline of the USSR in the years 1964–85?



## Activity 4: Paper 2 AS and A level essay questions

With a partner, use the Section B questions in the AS and A level SAMs for Option 2C.2.

- 'Convert' the AS questions into A level style questions.
- 'Convert' the A level questions into AS style questions.
  - Try to amend the question stem (but not the concept target).
  - Make the question more challenging/more straightforward.

### 2C.2 AS QUESTIONS

- 6 To what extent did Russia change under the Tsarist regime in the years 1906–14?
- 7 How far was popular discontent over food shortages responsible for the collapse of the Tsarist regime in 1917?
- 8 To what extent did Bolshevik control of Russia, in the years 1917–24, rely on repression?

### 2C.2 A LEVEL QUESTIONS

- 5 'The weaknesses and divisions of the opposition were primarily responsible for the failure of the 1905 revolution.'
- How far do you agree with this statement?
- 6 'In the years 1921–24, the NEP succeeded in bringing political and economic stability to the USSR.'
- How far do you agree with this statement?

**Choose EITHER Option 2C.1 (Question 1) OR Option 2C.2 (Question 2), for which you have been prepared.**

**Option 2C.2: Russia in revolution, 1894–1924**

**Answer Question 2, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into the reasons for the 1905 Revolution?

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

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into opposition to the Provisional government in 1917?

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

(12)

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**(Total for Question 2 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]

**Option 2C.2: Russia in revolution, 1894–1924****Source for use with Question 2a.**

**Source 3:** From a petition to Tsar Nicholas II, drawn up by striking industrial workers. Protesters carried the petition in a huge procession to the Winter Palace in an attempt to deliver it to Tsar Nicholas II on Sunday 9 January 1905. The event became known as Bloody Sunday.

We working men and inhabitants of St. Petersburg, have come to You to seek truth, justice and protection. Our first request was that our employers should discuss our demands with us but this they refused to do. They regarded as illegal our other demands: reduction of the working day to eight hours, the fixing of wage rates in consultation with us, and investigation of our grievances against the factory managements. We have been in bondage\* with the help and cooperation of Your officials. Anyone who dares to speak up in defence of the interests of the working class and ordinary people is jailed or exiled. 5

\*bondage – slavery

**Source for use with Question 2b.**

**Source 4:** From a report by Major General Sir Alfred Knox, the British military adviser to the British ambassador to Russia. It was written in April 1917. Having visited the Russian northern fighting front, Knox here considers the Russian army's attitude to the war.

I returned to Petrograd from a visit to the Northern front on April 28. I gave you my opinion of the deplorable state of things at the front. Units have been turned into political debating societies; the infantry refuses to allow the guns to shoot at the enemy; discussions, which betray the Allies and the best interests of Russia, take place daily with the enemy, who laughs at the trusting nature of the Russian peasant soldier. Many senior officers complained that the Government, to which the army has every right to look for support, has left all the burden of dealing with the agitation to the army. 10 15

In Petrograd things are growing worse daily. Tens of thousands of able-bodied Russian men in uniform wander about the streets without a thought of going to the front or working to prepare themselves for the war. Every able-bodied man and most of the women in England and France are straining every nerve to beat the common enemy. This state of affairs will be a disgrace for all time for the Russian people and its Government. 20

**Acknowledgements**

Source 1 is from John Hardman, *French Revolution Documents 1792–95*, Barnes & Noble 1973; Source 2 is from M J Mavidal and M E Laurent (eds.), *Archives parlementaires de 1787 à 1860, première série (1787 à 1799)*, Paris: Dupont 1879–1913; Sources 3 and 4 are from David Evans and Jane Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Education 2008.

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**Option 2C.2: Russia in revolution, 1894–1924**

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic 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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for the 1905 Revolution.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It provides evidence of the workers' demands in 1905 (e.g. negotiations with the employers, an eight-hour day and a greater say over wage rates)</li> <li>• It suggests that the employers refused to consider these demands ('regarded as illegal or other demands')</li> <li>• It indicates that the Tsarist system also oppressed the workers ('with the help and cooperation of Your officials').</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• It was contemporary document and created by working-class people in St Petersburg, so has the potential to reveal the state of proletarian opinion there</li> <li>• It is designed as a direct appeal to the Tsar, which suggests a level of worker desperation</li> <li>• Its purpose and aims are evident from the use of emotional language to reinforce points ('to seek truth, justice and protection', 'we have been in bondage').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• Reasons for the wave of industrial strikes in St Petersburg in January 1905</li> <li>• The violent response of the Tsarist authorities to the working-class march in St Petersburg on 9 January 1905</li> <li>• The consequences of Bloody Sunday, e.g. loss of respect for the Tsar, further strikes and social unrest.</li> </ul> </li> </ol>

## AS 2C.2 Section A (b) indicative content

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic 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.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into opposition to the Provisional government in 1917.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• As an experienced military officer, the author would be an informed observer of disaffection within the Russian army</li> <li>• The author witnessed the events described at first hand and his purpose as a non-Russian appears to be to provide an objective assessment of opinion in the army</li> <li>• The report is confined to the early part of 1917</li> <li>• It is just one individual's account of anti-government opinion within the Russian army.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence of opposition to the Provisional government in 1917</li> <li>• It provides evidence of army opposition to the Provisional government's pro-war policy ('refuses to allow the guns to shoot at the enemy', 'discussions ... take place daily with the enemy')</li> <li>• It suggests that senior officers were critical of the Provisional government's failure to restore discipline in the ranks ('has left all the burden of dealing with the agitation to the army')</li> <li>• It indicates that soldiers in Petrograd were effectively defying the government by avoiding military service at the front ('Russian men in uniform wander about the streets').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The growing opposition within the army to the Provisional government's pro-war policy between February and October 1917, e.g. demoralisation, desertions</li> <li>• The Petrograd Soviet's opposition to the Provisional government</li> <li>• The opposition of other groups such as peasants and industrial workers</li> <li>• The Bolshevik hostility towards the Provisional government.</li> </ul> </li> </ol>

**SECTION A**

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

**Option 2C.1: France in revolution, 1774–99**

**Study Sources 1 and 2 in the Sources Booklet before you answer this question.**

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the problems facing France in the late 1780s?

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

**(Total for Question 1 = 20 marks)**

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**Option 2C.2: Russia in revolution, 1894–1924**

**Study Sources 3 and 4 in the Sources Booklet before you answer this question.**

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the problems facing the Tsarist system during the First World War?

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

**(Total for Question 2 = 20 marks)**

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**C2: Russia in revolution, 1894–1924****Sources for use with Question 2.**

**Source 3:** From a speech made by Paul Milyukov, the leader of the liberal Kadet Party, to the Fourth Duma on 1 November 1916. Here, Milyukov criticises the Tsar's government.

This present government has sunk beneath the level on which it stood during normal times in Russian life. And now the gulf between us and that government has grown wider and become impassable. Today we are aware that with this government we cannot legislate, and we cannot, with this government, lead Russia to victory. We are telling this government, as the declaration of the [Progressive] Bloc stated: We shall fight you, we shall fight you with all legitimate means until you go. 5

When the Duma declares again and again that the home front must be organised for a successful war and the government continues to insist that to organise the country means to organise a revolution, and consciously chooses chaos and disorganisation – is this stupidity or treason? We have many reasons for being discontented with the government. But all these reasons boil down to one general one: the incompetence and evil intentions of the present government. We shall fight until we get a responsible government. Cabinet members must agree unanimously as to the most urgent tasks. They must agree and be prepared to implement the programme of the Duma majority. They must rely on this majority, not just in the implementation of this programme, but in all their actions. 10 15

**Source 4:** From a Tsarist police report, written in October 1916. Here, the report considers conditions in wartime Petrograd.

In the opinion of the spokesmen of the labour group of the Central War Industries Committee\*, the industrial proletariat of the capital is on the verge of despair. The labour group believes that the smallest outbreak, due to any pretext, will lead to uncontrollable riots with tens of thousands of victims. Indeed the stage for such outbreaks is more than set: the economic position of the masses is distressing. 20

Even if we assume that wages have increased 100 per cent, the cost of living in the meantime has risen by an average of 300 per cent. There is the impossibility of obtaining, even for cash, many foodstuffs and essentials, the waste of time involved in spending hours waiting in line at stores, and the increasing death rate due to inadequate diet and insanitary housing. All these conditions have created such a situation that the mass of industrial workers are quite ready to let themselves go to the wildest excesses of a hunger riot. 25

The closing of all labour meetings and trade unions make the working masses, led by the more advanced and revolutionary-minded elements, assume an openly hostile attitude towards the government. They also protest with all the means at their disposal against the continuation of the war. 30

\* Central War Industries Committee – a non-governmental body set up in 1915 to help with armaments production. It had a wide membership, including industrialists, zemstva representatives and workers.

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic 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.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the problems facing the Tsarist system during the First World War.</p> <p><b>Source 3</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• Milyukov's position as an informed political observer of the Tsarist government's problems during the First World War, so potentially offering genuine insights</li> <li>• The liberal and pro-duma stance of the author may influence the way in which problems are portrayed, for example the government is ignoring the duma and engaging in 'stupidity or treason'</li> <li>• This is just one politician's assessment of the problems facing the Tsarist system.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War: <ul style="list-style-type: none"> <li>• It provides evidence of the breakdown in relations between the duma and the Tsarist government during the war ('we shall fight you with all legitimate means until you go')</li> <li>• It indicates that the government's fear of revolution was preventing it from organising the home front effectively ('to organise the country means to organise a revolution')</li> <li>• It suggests that the government would have to be fully responsible to the duma in order to mobilise support and prosecute the war effectively ('They must rely on this majority... in all their actions').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> <li>• The government's inept handling of the war led to the formation of a Progressive Bloc (1915) in the duma which called for a 'ministry of national confidence' to run the war effort</li> <li>• Nicholas II compounded the Tsarist system's wartime problems by appointing incompetent ministers and refusing to accept political reform</li> <li>• The regime's failure to create a responsible duma-based government alienated educated society and made the Progressive Bloc a focal point of political opposition.</li> </ul> </li> </ol> <p><b>Source 4</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• The surveillance role of the Tsarist police within the autocratic system would make the report a potentially informed source regarding wartime domestic problems</li> <li>• The report's content is confined to Petrograd in October 1916</li> <li>• The credibility of the report (which lists serious problems) is potentially enhanced by the fact it was produced by a Tsarist organisation.</li> </ul> </li> </ol>

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War:</p> <ul style="list-style-type: none"> <li>• It provides evidence that the Tsarist system faced major economic problems that had an acute impact on the industrial proletariat ('impossibility of obtaining... many foodstuffs and essentials')</li> <li>• It indicates that, due to these pressures, the Petrograd working class had reached breaking point ('on the verge of despair', 'go to the wildest excesses of a hunger riot')</li> <li>• It suggests that worker discontent was becoming increasingly politicised and anti-Tsarist ('openly hostile attitude towards the government', 'protest... against the continuation of the war').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Tsarist regime faced major economic problems during the war, e.g. food and fuel shortages in the cities, severe inflation and the collapse of the transport system</li> <li>• Working class demoralisation and discontent became increasingly evident, e.g. the number of strikes doubled during 1915–16</li> <li>• The growing radicalisation/politicisation of worker opinion, culminating in the strike movement of February 1917</li> <li>• Other problems faced by the Tsarist system, e.g. the impact of Russia's poor military performance, peasant grievances</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about sources in combination:</p> <ul style="list-style-type: none"> <li>• They suggest that the Tsarist system faced major political problems during the First World War, e.g. the growing rift between the government and the Duma and increasing worker opposition to the regime</li> <li>• There is agreement that the problems facing the Tsarist system are becoming increasingly serious</li> <li>• These points of agreement are reinforced due to the contrasting positions of the authors (the Tsarist police and a liberal politician critical of the Tsarist system).</li> </ul>

## Paper 3, Option 39.1: Civil rights and race relations in the USA, 1850–2009

### Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore developments that have shaped contemporary America and remain a fundamental issue in US society: the changing pattern of race relations between black and white Americans, both in terms of civil rights and also broader social and cultural changes over a period that began with millions of black Americans in slavery and ended with Barack Obama as President.

Aspects in breadth: changing perceptions of race relations, 1850–2009	
Themes	Content
<b>1 The changing geography of civil rights issues</b>	<ul style="list-style-type: none"> <li>The changing geographical distribution of black Americans, 1850–2009 (key developments: freedom in 1865, the slow drift north, the slump in cotton prices in the 1920s, migration north and west 1941–45, the migration back to the old south in the late twentieth century).</li> <li>The changing pattern of settlement and segregation 1850–2009 (key developments: mass migration into Harlem from 1905; riots in Chicago 1919, Tulsa 1921, Watts 1966 and Newark 1967; developments in <i>de-facto</i> segregation in Levitt estates, white exodus to the suburbs post-1945 in the north; increasing de-segregation in the old south post-1970).</li> </ul>
<b>2 Changing portrayal of civil rights issues in fiction and film</b>	<ul style="list-style-type: none"> <li>The role of literature in shaping and reflecting changing perceptions of race relations, 1850–2009 (key developments: the publication of <i>Uncle Tom's Cabin</i> 1852; <i>Huckleberry Finn</i> 1885, <i>Gone with the Wind</i> 1934, <i>To Kill a Mocking Bird</i> 1960, <i>Beloved</i> 1987, <i>The Help</i> 2009).</li> <li>The role of portrayals in film and television in influencing and reflecting changing perceptions of race, 1850–2009 (key developments: images of black Americans in paintings, photographs and lithographs 1850–80, <i>Birth of a Nation</i> 1915, <i>In the Heat of the Night</i> 1967, <i>Roots</i> 1977, <i>Mississippi Burning</i> 1988, <i>Malcolm X</i> 1992, <i>The Wire</i> 2002–08).</li> </ul>

<b>Aspects in depth: emancipation and moves towards greater equality</b>	
<b>Key topics</b>	<b>Content</b>
<b>1 'Free at last', 1865–77</b>	<ul style="list-style-type: none"> <li>• Reasons for, and importance of, the Thirteenth Amendment 1865: economic position of ex-slaves and the development of sharecropping; social tensions; the need for a political settlement; President Andrew Johnson's response.</li> <li>• Radical Reconstruction, 1867–77: the impact of military rule in the south; the Fourteenth and Fifteenth Amendments; the Civil Rights Act 1875; significance of the presence of black representatives in federal and state legislatures.</li> <li>• The backlash: the Ku Klux Klan and White League, including the incidence of lynching; the restoration of Democrat control in the south and the end of Reconstruction 1877.</li> </ul>
<b>2 The triumph of 'Jim Crow', 1883–c1900</b>	<ul style="list-style-type: none"> <li>• Impact of the Civil Rights Cases 1883 in the Supreme Court.</li> <li>• The spread of Jim Crow Laws: changes to rail travel in Florida 1887; extension of segregation to other social areas and other states. Excluding black voters: discrimination in Mississippi from 1890; Louisiana's Grandfather clause 1898; impact on voter numbers in the south in the 1890s.</li> <li>• The impact of Plessy v. Ferguson 1896; Mississippi v. Wilkinson 1898; Cumming v. Board of Education 1899.</li> </ul>
<b>3 The New Deal and race relations, 1933–41</b>	<ul style="list-style-type: none"> <li>• The influence of southern whites in the Democrat Party.</li> <li>• The failure to address black grievances: continuation of Jim Crow Laws, exclusion of black voters and the defeat of federal attempts at anti-lynching legislation.</li> <li>• Impact of the New Deal: effects of the AAA on black farmers; segregation in the CCC and differential wages in the NRA; benefits of welfare to black workers and their families; the work of Eleanor Roosevelt; impact on the voting patterns.</li> </ul>
<b>4 'I have a dream', 1954–68</b>	<ul style="list-style-type: none"> <li>• Civil rights activities, 1954–63: the role of Earl Warren and the Supreme Court; the impact of victory in Montgomery; the work and impact of Martin Luther King, SCLC, SNCC and CORE, 1957–63.</li> <li>• The importance of the Civil Rights Acts 1964 and 1968, the Voting Rights Act 1965 and the role of Lyndon Johnson.</li> <li>• Increasing divisions: the expulsion of whites from SNCC and CORE; the growth of the Black Panthers; the role of Malcolm X; King's stance on the Vietnam War, assassination and its immediate effects.</li> </ul>
<b>5 Obama's campaign for the presidency, 2004–09</b>	<ul style="list-style-type: none"> <li>• The importance of the political career of Barack Obama to 2006, including his election as senator for Illinois in 2004.</li> <li>• The reasons for his success in gaining the Democratic nomination for the presidency: personality and rhetorical abilities; the opposition; new election strategies; policies.</li> <li>• The reasons for victory in November 2008; the significance of his victory and the response to it of black Americans.</li> </ul>



## Activity 5: AO2 sources in context

- 'The highest levels require students to show that they interpret sources 'in the context of the values and concerns of the society' from which they are drawn.
- Suggest ways this quality might be evident in answers dealing with Question 1 in Option 39.1 and taking account of the 'values and concerns' of the author of the source.
- The indicative content bullet points give some examples.

### 39.1 SECTION A QUESTION

**Study Source 1 in the Sources Booklet before you answer this question.**

1 Assess the value of the source for revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans in the 1960s.

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

**Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.**

**Option 39.1: Civil rights and race relations in the USA, 1850–2009**

**Source for use with Question 1.**

**Source 1:** From a letter written by George Jackson, a black prisoner in San Quentin Prison, California, to his father on 11 April 1968. Jackson was born in 1941 in Chicago and later moved to Los Angeles. He had been given a prison sentence for robbery in 1960. Martin Luther King was assassinated on 4 April 1968. George Jackson was associated with the movement known as the Black Panthers.

Martin Luther King organised his thoughts much in the same manner as you have organised yours. He was indeed a devout pacifist. It is very odd, almost unbelievable, that so violent and tumultuous a setting as this country can still produce such men. He was out of place, out of season, too naive, too innocent, too cultured, too civil for these times. This is why his end was so predictable. 5

Violence in its various forms he opposed, but this does not mean that he was passive. He knew that nature allows no such contradictions to exist for long. He was perceptive enough to see that men of color across the world were on the march and their example would soon influence those in the US to also stand up and stop trembling. So he attempted to direct the emotions and the movement in general along lines that he thought best suited to our unique situation: non-violent civil disobedience, political and economic in character. I was beginning to warm somewhat to him because of his new ideas concerning US foreign wars against colored peoples. I am certain that he was sincere in his stated purpose to 'feed the hungry, clothe the naked, comfort those in prisons, and trying to love somebody'. I really never disliked him as a man. As a man, I accorded him the respect that his sincerity deserved. 10 15

It is just as a leader of black thought that I disagreed with him. The concept of non-violence is a false ideal. It presupposes the existence of compassion and a sense of justice on the part of one's adversary. When this adversary has everything to lose and nothing to gain by exercising justice and compassion, his reaction can only be negative. 20

The symbol of the male here in North America has always been the gun, the knife, the club. Violence is everywhere praised; the TV, the motion pictures, the best seller lists. The newspapers that sell best are those that carry the boldest, bloodiest headlines. 25

King exhorted us in his own words 'to put away your knives, put away your arms and clothe yourselves in the breastplate of righteousness' and 'turn the other cheek to prove the capacity to endure, to love'. Well, that was good for him, perhaps, but I most certainly need both sides of my head. 30

George

**Section A: indicative content****Option 39.1: Civil rights and race relations in the USA, 1850–2009**

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic 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.</p> <p>Candidates must analyse and evaluate the source to consider its value in revealing the approaches of Martin Luther King to civil rights and the relationship of white Americans with black Americans in the 1960s. The author of the extract is not named in the specification, and candidates therefore cannot be expected to know about him.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>He was a young black American, clearly literate and politically aware</li> <li>He is writing to another black American of a different generation, namely his father</li> <li>His particular circumstances as a prison inmate may have influenced his views and made them more extreme and pessimistic than many black Americans not in his position</li> <li>It was written in the immediate aftermath of King's assassination, which may have affected the views expressed.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>Approaches:</b></p> <ul style="list-style-type: none"> <li>It provides evidence that King's approach aroused real respect, even among opponents</li> <li>It provides evidence for a widening of King's appeal to those with more radical beliefs since King's approach has changed to include condemnation of current US foreign policy</li> <li>It provides evidence that some believe King's peaceful approach is naive in the context of the violent everyday reality of the USA</li> <li>It suggests that King is out of touch with some young black Americans.</li> </ul> <p><b>Relationship of white and black Americans:</b></p> <ul style="list-style-type: none"> <li>It suggests that some black Americans perceive the USA as a violent and bloody society, largely as a product of the values of white Americans</li> <li>It suggests that they believe that most white Americans have no sense of compassion or justice in their relationship with black Americans</li> <li>It suggests that they believe that white Americans were largely opposed to civil rights and had everything to lose and nothing to gain by the advance of civil rights</li> <li>It suggests a very bleak view of the relationship between the two groups.</li> </ul> </li> </ol> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Knowledge of King's condemnation of US policy in Vietnam</li> <li>The recent growth in black American militancy and the splits in the civil rights movement</li> <li>The generational gap between the civil rights activists of King's age and the new militants</li> </ul>



Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="379 136 1423 232">• The author's background in the urban north and west of America, as opposed to King's background in the south, and how in the late 1960s the focus had switched to urban issues of the north and west</li><li data-bbox="379 239 1423 302">• Knowledge of the concerns of the Black Panthers about the need of black Americans to defend themselves.</li></ul>

## 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.
<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 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>
<b>5</b>	<b>17–20</b>	<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>

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# Coursework

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## Overview

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.

The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.

## Content

### Learning objectives

Students will:

- recognise that interpretations are representations and constructions of the past
- recognise the relationships between interpretations and the questions that they seek to ask and answer
- comprehend and analyse the defining elements of particular interpretations
- explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate
- be able to evaluate differing interpretations against appropriate and relevant criteria
- organise and communicate their findings.

### Teaching and learning

Teachers should provide students with a short skills-based course of study that covers the work of historians in creating interpretations and approaches to the analysis and evaluation of historical interpretations, for example to develop understanding of:

- the range of methods used by historians in their work
- the diverse range of focuses and purposes that historians have
- the different perspectives of historians.

The course should also help students to develop enquiry skills, for example:

- effective record keeping and referencing
- planning skills
- effective use of a library and the internet.

### Assignment topic

Students are assessed on their analysis and evaluation of interpretations. It is permissible for coursework to cover interpretations of a question, problem or issue related to content covered in the examined components. **However, the coursework task must not duplicate coverage of the *historical interpretations* section studied for Paper 1.**

Moderators will check centres' compliance with this requirement.

It is also permissible for coursework to cover a new topic area question, problem or issue, dependent on the interests of the students and provided there is a range of suitable interpretations available. In this case, it would be permissible to deliver a short course to provide students with the contextual background.

## Assignment setting

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### Focusing the question, problem or issue

The breadth and depth of the question, problem or issue is not specified by Pearson, but it should be sufficiently complex and interesting enough to have generated disagreement between historians.

The question, problem or issue could concern any of the following perspectives: aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological, and could include debates on change, continuity, causation, consequence, similarity, difference, significance or the key features of societies and periods.

### Setting the question

A contextualised assignment should be produced which follows the template below (centres must replace the words in the square brackets with the chosen question, problem or issue).

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Historians have disagreed about [the chosen question, problem or issue].

What is your view about [the chosen question, problem or issue]?

With reference to three chosen works:

- analyse the ways in which interpretations of the question, problem or issue differ
- explain the differences you have identified
- evaluate the arguments, indicating which you found most persuasive and explaining your judgements.

Students may choose to divide their assignment into sections or complete it as a continuous essay, and should make use of supplementary reading as appropriate.

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### Assignment use and reuse

Teachers should ensure that assignments are relevant and appropriate to the student's course of learning. Students should have the opportunity to choose works relevant to the chosen question, problem or issue. Provided these requirements are met, the same assignment title could be submitted for all students in the cohort.

Teachers may reuse assignment questions provided students have access to sufficient works to enable them to make a choice as to which they compare.

### Assignment guidance service

Pearson provides a free assignment guidance service. Please see [www.edexcel.com](http://www.edexcel.com) for further details.

## Assignment taking: research

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### Choosing works

Students must refer, in their assignment, to three works relevant to the chosen question, problem or issue.

- These works should be substantial enough to support the assignment, and it is recommended that they are of article or chapter length.
- The works can be in hard copy, electronic or audio-visual format, but must be created by historians (each work must be by a different historian).
- The works may be from different time periods or may be contemporary to each other.
- The works should contain interpretations that together contain a range of views or emphases. These may differ in focus, methodology and/or perspective, but must be sufficiently different for the student to be able to make valid comparisons and judgements.

Teachers must check that the works that students choose will provide sufficient evidence for them to make a satisfactory response to the question **before** students begin the writing phase. Students may not use as one of the three works any passages used by the teacher in the skills-based course of study.

Students are required to exercise individual judgement over the choice of works. The teacher is responsible for ensuring compliance with this rule before students begin the writing phase.

### Supplementary reading

Students must undertake supplementary reading (at least two further works) to assist in their forming of a view about the interpretation under discussion and their choosing of works to focus on for detailed analysis and evaluation.

### Collaboration

Students must undertake their research independently.

### The resource record

While carrying out their research, students must complete a *Resource record* (see *Appendix 5*). This must list all the resources used and be checked regularly by the teacher, in order to validate the research process and verify the independence of the research undertaken.

It will provide evidence to support teacher judgements about the quality of the work and provide evidence for moderators that students have exercised choice of which resources to use.

In the 'comments' column of the resource record, students should provide evidence of why they have selected their three chosen works, including a short summary of the main differences between them.

### Resources

Students must have equal access to IT resources.

Students should have access to a sufficient range of resources, including a range of works to enable them to make choices as required for their tasks.

It is acceptable for the teacher to make available a range of books, articles, journals and bibliographies. However, students must exercise their own judgement in selecting which resources to use and how to use them. Moderators will not expect to see all students selecting the same three works for analysis and evaluation. If the moderator is in doubt about whether students have independently selected or used resources, they will require the resource records and/or all of the work for the whole cohort to be sent.

### Feedback and the role of the teacher during the research stage

Teachers **must**:

- check the works selected by students to ensure that they will enable the student to complete the assignment
- exercise sufficient supervision to be satisfied that the research is being undertaken independently and that students remain focused on the assignment.

Teachers **may**:

- help students to understand rubrics and assessment criteria.

## Assignment taking: writing

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### Authenticity

Students and teachers must sign the *Coursework authentication sheet* (see *Appendix 4*).

### Collaboration

Teachers and centres must take any steps necessary to satisfy themselves that the submitted work is the student's own and should sign the authentication statement to this effect.

### Feedback during the writing phase

Teachers may help students to understand rubrics, assessment criteria and controls.

For information about any feedback that may be provided during the writing phase, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting coursework (GCE, ELC and Project Qualifications)*. It is important that centres refer to the version that is in use for the year in which the cohort is submitting their coursework.

### **What needs to be submitted by the student**

The following must be submitted:

- The **assignment**, which must include a bibliography listing the resources used, and distinguishing clearly between the main three works that are referred to and any supplementary reading. They must ensure that all quotations and citations are referenced using an established referencing system, such as Harvard.
- The **Coursework authentication sheet**. This verifies the work as the student's own, lists the examined options taken and provides an accurate word count. The Pearson template must be used (see *Appendix 4*).
- The **Resource record** (see *Appendix 5*).

### **Word count**

It is recommended that students write between 3,000 and 4,000 words for their assignment.

Footnotes may be used. These are not included in the word count but they must not be used to develop the student's line of argument.

Appendices may be included, containing material to which the student has made reference in their assignment, for example extended quotations or extracts. These are not included in the word count.

Students should be advised that if they exceed the word count, it is less likely that they will be able to satisfy the requirement of production of a concise response.

### **Presentation of work**

Students must present their work for the assignment on paper. Student work must be identifiable by student name and assignment.

### **Further information and guidance**

Further guidance and instructions on administering coursework can be found in the *JCQ Instructions for conducting coursework (GCE, ELC and Project Qualifications)*.



## Assignment marking

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Teachers should mark the assignment using the assessment criteria on pages 121–123. Teachers may annotate student work but should also include any comments on the *Coursework authentication sheet* to justify the marks awarded (see *Appendix 4*).

It is important for markers to be aware that collusion between candidates is considered to be malpractice. Please see *Malpractice and Plagiarism* below for further information.

### Understanding the mark scheme

The assessment criteria contain five levels. Each level has five bullet points representing traits that progress through the levels. The traits are as follows:

1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate
2. Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context
3. Analysis and explanation of differences in historians' views
4. Evaluation of, and judgement on, historians' arguments
5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.

### How to award marks

#### 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 may display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate. For example, one stronger passage at Level 4 would not by itself merit a Level 4 mark, but it might be evidence to support a high Level 3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in Level 3 but which has some characteristics of Level 2 might be placed at the bottom of Level 3.

#### Placing a mark within a level

Use the instructions within the level to place the marks at high-, mid- or low level.

## Standardisation and moderation

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The assignment is marked by teachers. Where marking for this qualification has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will review assignments to ensure that the assignment-setting rules have been correctly applied by centres. Pearson will notify centres of the students whose responses have been selected for moderation. This sample will take cohort size into account.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate.

Please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting coursework (GCE, ELC and Project qualifications)*. The assessment in this qualification will comply with these instructions.

## Malpractice and plagiarism

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For up-to-date advice on malpractice and plagiarism, please refer to the latest Joint Council for Qualifications (JCQ) *Instructions for conducting coursework* document (*GCE, ELC and Project qualifications*).

For additional information on malpractice, please refer to the latest Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* document.

Level	Mark	Descriptor		
	0	No rewardable material.		
Level 1	1–8	<p><b>Selects material</b></p> <ul style="list-style-type: none"> <li>• A limited range of material has been identified for use in the enquiry and appropriately cited. Information taken from reading is mainly used illustratively and understanding of the issue in question is limited.</li> <li>• Judgement on the question is assertive, with little or no supporting evidence, and contextual knowledge is not linked to it.</li> <li>• Demonstrates only limited comprehension and analysis of the views in the three chosen works, selecting some material relevant to the question. Surface differences are noted as matters of information.</li> <li>• Evaluation of the chosen works relates to their information rather than their argument, or is based on questionable assumptions.</li> <li>• Some accurate and relevant knowledge is included but it lacks range and depth and does not directly address the enquiry. There are only limited attempts to structure the answer, and the answer overall lacks coherence and precision, but the work is concise.</li> </ul>		
		<p><b>Low level 1: 1–2 marks</b></p> <p>The qualities of Level 1 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>	<p><b>Mid level 1: 3–5 marks</b></p> <p>The qualities of Level 1 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p>	<p><b>High level 1: 6–8 marks</b></p> <p>The qualities of Level 1 are securely displayed.</p>
		<p><b>Level 2</b></p> <p>9–16</p> <p><b>Attempts analysis and explanation</b></p> <ul style="list-style-type: none"> <li>• A range of material relevant to the enquiry has been identified and appropriately cited. Information taken from reading shows limited attempts at selection and is used mainly illustratively, but shows some understanding of the overall issue in question.</li> <li>• A judgement on the question is given but with limited support and is related to information, rather than specific issues of interpretation. Contextual knowledge is used only to expand on matters of detail in a work or to note some aspects that are not included.</li> <li>• Attempts analysis of views in three chosen works by comparison and description of some points within them that are relevant to the debate, but limited understanding of the reasons for differences is shown.</li> <li>• The evaluation recognises an element of argument in the chosen works but the criteria for judgement are routine or left implicit and substantiation is limited.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the conceptual focus of the enquiry. The answer is concise and shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>		
<p><b>Low level 2: 9–10 marks</b></p> <p>The qualities of Level 2 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>			<p><b>Mid level 2: 11–13 marks</b></p> <p>The qualities of Level 2 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p>	<p><b>High level 2: 14–16 marks</b></p> <p>The qualities of Level 2 are securely displayed.</p>

Level	Mark	Descriptor	
Level 3	17–24	<p><b>Explains analysis and attempts evaluation</b></p> <p>A range of material relevant to the enquiry has been identified from reading and appropriately cited. Information has been appropriately selected and deployed to show understanding of the overall issue in question.</p> <p>A judgement on the question is related to some key points of view encountered in reading and discussion is attempted, albeit with limited substantiation. Contextual knowledge of some issues related to the debate is shown and linked to some of the points discussed.</p> <p>Analyses some of the views in three chosen works by selecting and explaining some key points and indicating differences. Explanation demonstrates some understanding of the reasons for differences.</p> <p>Attempts are made to establish valid criteria for evaluation of some arguments in the chosen works and to relate the overall judgement to them, although with weak substantiation.</p> <ul style="list-style-type: none"> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the conceptual focus of the enquiry, but material lacks range or depth. The answer is concise and shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>	
		<table border="1"> <tr> <td> <p><b>Low level 3: 17–18 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p> </td> <td> <p><b>Mid level 3: 19–21 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p> </td> <td> <p><b>High level 3: 22–24 marks</b></p> <p>The qualities of Level 3 are securely displayed.</p> </td> </tr> </table>	<p><b>Low level 3: 17–18 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>
<p><b>Low level 3: 17–18 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>	<p><b>Mid level 3: 19–21 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p>	<p><b>High level 3: 22–24 marks</b></p> <p>The qualities of Level 3 are securely displayed.</p>	
Level 4	25–32	<p><b>Analyses, explains and evaluates interpretations</b></p> <ul style="list-style-type: none"> <li>• A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Evidence from reading is used with discrimination to sustain a judgment on the question although selection may lack balance in places. Contextual knowledge of some of the issues is integrated in the discussion of aspects of the debate.</li> <li>• Analyses the views in the chosen works and the differences between them, explaining the issues of interpretation raised. Explanation of points of view in three chosen works demonstrates some understanding of the basis of the arguments of the authors.</li> <li>• Valid criteria are established by which the arguments in the three chosen works can be judged and they are applied in the process of making judgements, although some of the evaluations may be only partly substantiated.</li> <li>• Knowledge is deployed to demonstrate understanding of the conceptual focus of the enquiry and to meet most of its demands. The answer is concise and generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>	
		<table border="1"> <tr> <td> <p><b>Low level 4: 25–26 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p> </td> <td> <p><b>Mid level 4: 27–29 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p> </td> <td> <p><b>High level 4: 30–32 marks</b></p> <p>The qualities of Level 4 are securely displayed.</p> </td> </tr> </table>	<p><b>Low level 4: 25–26 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>
<p><b>Low level 4: 25–26 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>	<p><b>Mid level 4: 27–29 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p>	<p><b>High level 4: 30–32 marks</b></p> <p>The qualities of Level 4 are securely displayed.</p>	

Level	Mark	Descriptor	
Level 5	33–40	<p><b>Sustained analysis, explanation and evaluation of arguments</b></p> <ul style="list-style-type: none"> <li>• A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed in a sustained evaluative argument.</li> <li>• Material from reading is used with discrimination to sustain a considered overall judgement on the question. Contextual knowledge of the issues is fully integrated into the discussion of the debate.</li> <li>• Analyses the views in the chosen works and the differences between them, explaining the issues of interpretation raised. Explanation of points of view and differences between them demonstrates understanding of the basis of the arguments of the authors and the nature of historical debate.</li> <li>• Valid criteria are established by which the arguments in the three chosen works can be judged and they are applied and fully justified in the process of making judgements.</li> <li>• Knowledge is deployed to demonstrate understanding of the conceptual focus of the enquiry, and to respond fully to its demands. The answer is concise and well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>	
		<table border="1"> <tr> <td> <p><b>Low level 5: 33–34 marks</b> The qualities of Level 5 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p> </td> <td> <p><b>Mid level 5: 35–37 marks</b> The qualities of Level 5 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p> </td> <td> <p><b>High level 5: 38–40 marks</b> The qualities of Level 5 are securely displayed.</p> </td> </tr> </table>	<p><b>Low level 5: 33–34 marks</b> The qualities of Level 5 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>
<p><b>Low level 5: 33–34 marks</b> The qualities of Level 5 are displayed, but material is less convincing in some aspects <b>and</b> it is not concise.</p>	<p><b>Mid level 5: 35–37 marks</b> The qualities of Level 5 are displayed, but material is less convincing in some aspects <b>or</b> it is not concise.</p>	<p><b>High level 5: 38–40 marks</b> The qualities of Level 5 are securely displayed.</p>	

## Appendix 5: Resource record

Pearson Edexcel Level 3 Advanced GCE in History				
Centre name:				
Candidate name:				
Resources used. The three works chosen for the assignment must be asterisked.	Page/web reference	Student comments	Student date(s) when accessed	Teacher initials and date resource record checked

**Coursework proposal form**

Name:

*Title*

Historians have disagreed about \_\_\_\_\_.

*Work 1*

*Publication title:*

*Page numbers or chapter(s):*

*Summary of interpretation in Work 1:*

*Work 2*

*Publication title:*

*Page numbers or chapter(s):*

*Summary of interpretation in Work 2:*

*Work 3*

*Publication title:*

*Page numbers or chapter(s):*

*Summary of interpretation in Work 3:*

Supplementary reading (*give at least two titles*):