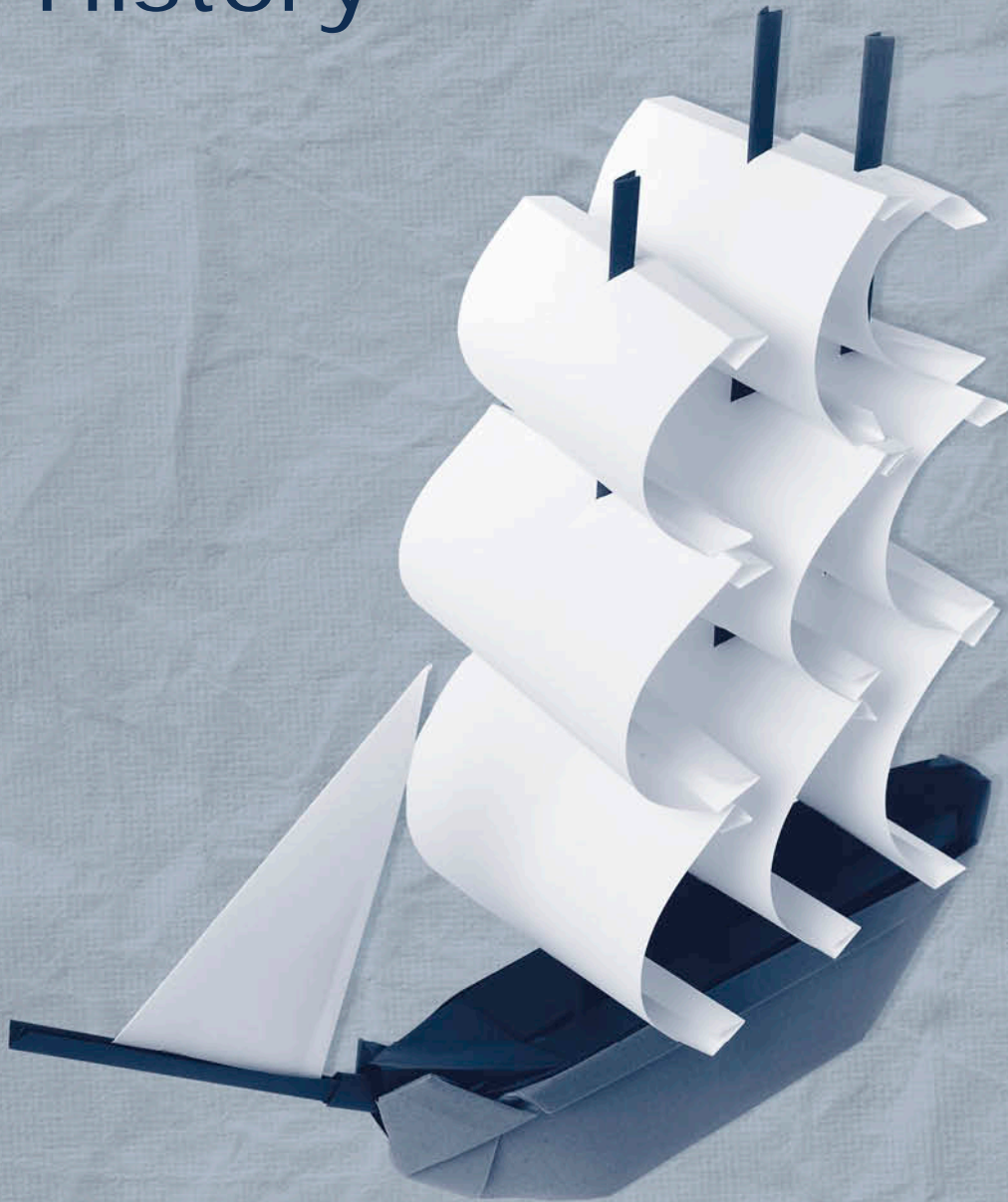


Pearson Edexcel A Level in History



**A LEVEL STUDENT EXEMPLAR
ANSWERS**

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About this exemplars pack

This pack has been produced to support History teachers delivering the new A level History specification (first assessment summer 2017). A separate document for the AS specification (first assessment summer 2016) is also being produced.

The pack contains exemplar student responses to A level History Paper 1 (Section B and Section C), Paper 2 (Section B) and Paper 3 (Section A). It shows real student responses to the questions taken from the sample assessment materials.

The questions covered in this pack address Assessment Objectives 1, 2 and 3.

Students must:		% in GCE
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	60
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	20
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	20

Following each question you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the marks have been awarded, and any ways in which the response might have been improved.

Paper 1, Sections A/B

AO1 A level mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

5	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Paper 1, Section B, Exemplar script A

Question 4

How far do you agree that the nature of the government of the Federal Republic in the years 1949-69 was completely different from that of the Nazi regime?

In my opinion, I don't agree that the nature of the FRG was completely different from that of the Nazi regime; however I do believe that the two are different. It has to be remembered that the FRG are influenced from the west and the Nazi regime was wholly autocratic, so that the Nazis had no real external political interventions. Not only were the structure of the government different politically, but the policies that were made had an effect on the economic and social situation. These three factors are key to explore in order to understand the nature of the FRG and Nazi governments.

Firstly, a key point to consider in the structure of the two separate governments are how they differ from one another. The FRG's structure was based around a democracy, where there was a vote to decide who gets presidency. The state parliaments elect the federal convention which in turn elects a federal president. Moreover, the president appoints the federal chancellor and federal government with the approval of the Reichstag. This clearly shows a western democratic based political system, massively differing from that of the Nazi regime. Hitler, also known as the führer, was at the top of the government and had total control of the Nazi party. Himmler, the military commander or SS Chief, and the police chief were all below Hitler among with other political branches, whose fate was decided by the führer. This authoritarian system is completely different to the more democratic system because it doesn't allow as many people to have a say in the vote as to who is in control, which of course influenced the policies carried out. This gives convincing evidence that the two systems were completely different.

Furthermore, the capitalist influence on the FRG is wholly different from that of the Nazi regime. This influence can be said to have made the FRG a very democratic regime, which links in with the political structure mentioned above. The main motives of Chancellor Adenauer was to get the FRG to find their way back into the European community whereas the Nazi wanted to get out of Europe and try to establish a pure 'aryan' German regime. This is evident through the Nazis leaving the League of Nations in 1933 and then the FRG joining NATO in 1955 plus becoming part of the European Coal and Steel community in 1952, later evolving into the European Union. This idea that the FRG is more capitalist shows that the nature of the government between the Nazis and FRG is very different. The capitalist system of government meant that the president of the FRG has to be elected in, again linking with ideas mentioned above. Adenauer achieved power through the CDU and had to earn an overall majority to be elected president. Statistically, votes for the CDU increased from 31% in 1949 to 50.2% in 1957 which shows how Adenauer had to be elected into power. The Nazi regime, on the other hand, had a single omnipotent party that had no enemies to power, so the Nazi party didn't have to be elected in once they earned power, although the Nazis did have to be elected into the Reichstag in 1933 with a majority vote.

Another factor stipulating the evident difference between these two systems of government is the environment in which they existed – in other words, it was the time that government was in power. The belligerent Nazis existed in a time where Germany has just lost WW1 and Germany was constrained by the Treaty of Versailles 1919. The Nazis' main motive therefore was to try and regain lost territories in whatever fallacious manner they decided. Comparative to the FRG, there is a lot of difference in

the time period since the FRG existed after the defeat for Germany in WW2 and in essence had to clean up the mess the Nazis left. In 1995, the process of denazification started where, as quoted from the 'Municipal Authority's report', 1677 people had been dismissed from the municipal administration and a further 7631 from the postal and telecommunications service. Even though this was before the FRG, the environment was created where the FRG naturally disagreed with the Nazis' policies so during this government, the FRG had to create policies to reverse what the Nazis did. For instance, the FRG cleared up death camps Nazis left and Adenauer reattributed anti-Semitism through many means, such as forming a consensus with Israel and the USA on the Reparations Agreement 1952. This was an agreement that stated that the FRG over time will pay back reparation costs for the damages caused, showing clearly that even politically, the two governments differ. The Nazi policy in my opinion were primarily revolving around the idea of Volksgemeinschaft 1933-45 and the Jewish question, so because the FRG denounced this, politically the two systems are opposite. This is further backed up with evidence of the many memorials set up around the FRG, an example being that a plaque denouncing the concentration camps said "Israel and the world still remember 30,000 Jews exterminated in the concentration camp of Bergen Belsen at the hands of the murderous Nazis." This also gives evidence to the social differences between the two governments, since citizens and society generally in the FRG hated the atrocities caused by the Nazis whereas the society in the Nazi regime were made to believe that this policy was sacrosanct and right.

Adding on from this, propaganda gives conclusive evidence of the political and social differences that existed in the time of the two governments. Firstly, Nazi propaganda focused around Hitler and portrayed him as a religious God like figure that society adores. Goebbels played on Hitler's charisma as a means of gaining support for Nazism, an example being 'In the beginning was the word' poster 1937, which derives from the New Testament, book of John, that shows Hitler being portrayed as an orator. Hitler's loquacious skills resonated with society which gives evidence that the Nazis were the one and only party to vote for. This is further backed up by Hitler's speeches with Hitler clearly saying that Nazism's goal was to "sweep these 30 political parties out of Germany." The controlling of radio, books and libraries in the Nazi regime was very different to that of the FRG. Adenauer simply had his face on a poster to portray the CDU/CDSU as the party to vote for, which shows that Adenauer wasn't trying to induce society in believing something but wanted citizens to vote for him because they thought he would be a good choice, again linking back with ideas mentioned about the democratic change in politics in FRG. There are similarities in the sense that both governments used propaganda to communicate to their voters, plus the fact that both Hitler and Adenauer's face was on the poster. But, the reasoning behind the propaganda was completely different, suggesting that there are little similarities between both governments' propaganda.

However, one can argue that actually both governments are similar. Again, linking back to the points made about the time of the political institution, the economic situation for both governments were the same. Both had to recover from a war torn Germany and create work and re-build the economy. Statistically, both political institutes at the start of start of the presidents, or führer's, time in office suffered a balance of payment deficit, the 1939 and 1951 deficits in the Nazi regime and FRG respectively posed many economic problems before politics began. Furthermore, both institutions saw an increase in their economic performance, again statistically unemployment was at 0.5% in both 1939 and 1955. Under Erhard as economic minister and then chancellor, production went up by 8%, wages increased by 8.5% and there were 850,000 unfilled jobs in 1949-69. Both institutions also set up an army in the years they were in fruition, with Hitler setting up a Reichswehr in defiance of the Treaty of Versailles 1919 and establishing a strong military position with 2,558,000 tonnes of munition and 622,322 tanks in 1944. Adenauer also set up a military in 1956 to add to the similarities. Plus, Hitler also increased economic growth and in general

the economy by putting German people to work, such as Reichsarbeitsdienst 1935 where 2,000,000 Germans were working in construction industries and the manufacturing of roads for the increasing popularity of vehicles and autobahns again similar to that of the Volkswagen Beetle in 1949-50. Even socially, citizens were feeling better with a rise in the average income of a West German household by 400% from 1950 to 1970. As mentioned above about the army, the motivation to increase the country's military was for different purposes. Adenauer never intended his military to be a classic full blown army like Hitler's was, plus Adenauer sided with NATO, so troops fought with America and Britain not against like the Nazi regime proposed to do. Plus, the background environment which both governments increased is different. The Nazis were under the constraint of the Treaty of Versailles and were alone with no further aid. However, the FRG had help from America in terms of Marshall aid 1948 which gave the economy motivation to grow after 1950-1969. Furthermore, the EEC gave the FRG common policies with agriculture and transport, which again shows that they FRG had monetary support. It also links back to ideas mentioned about capitalism since the types of economies were different, the fascist economy was not at all like the capitalist one in the FRG. These points seem to dilute this argument, pertaining to major differences in the political institutions.

Another possible similarity is the equal hatred of communism in both governments. The fascist Nazi regime hated communism since it was an enemy to them and in the Nazi regime, they were an opposition to power. Similarly in the FRG, the western hatred of communism was also apparent in the FRG since the system of government was capitalist. Adenauer also let people come into the west from the east because of the threat of communism, evident with the East Berlin riots of June 1953. This inevitably led to the establishment of the Berlin Wall 1961, which symbolises a backhand tribute to Adenauer and the West. Further similarities are seen in both political institutions when both the Nazi regime and FRG banned the communist party, 1933 and 1956 respectively. This shows that both political regimes saw communism as an extremist threat and sought to get rid of them.

A final similarity is a rather tentative one because it shows a possible similarity in the establishment of the political system. In the FRG in 1956, it seems as if the political system was reminiscent of that in the Nazi regime due to the so called "vanishing opposition" where it appeared that political parties were slowly disappearing, leaving one party present. This links to the idea of a one party state establishment, with a possibility of an un-democratic political being established in the FRG. It shows that the FRG wasn't as democratic as first thought.

So to conclude, I believe that both political systems have some similarities, but mainly differences. It is, in my opinion impossible to say that two political systems are similar when the edifice of them is different, one being capitalist and the other authoritarian. Through immense cogitation, it becomes clear how every part of a political system results in the economic situation, social situation and political stability. Because the two political systems have different approaches to governing Germany, the social situation and views are different plus the development of the economy occurs in different ways. So even though there are some correlations, it can't be said that the political systems are completely different but are definitely different.

Marker's comments:

This is an ambitious response with range and depth but overall not always responding wholly to the demands of the question and with some conceptual insecurity, insecure knowledge and less relevant parts which put it into Level 4. There is some question about whether this answer was completed in the time limit.
Level 4 answer.

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Paper 1, Section B, Exemplar script B

Question 4

How far do you agree that the nature of the government of the Federal Republic in the years 1949-69 was completely different from that of the Nazi regime?

The nature of the governments of the Federal republic and the Nazi Regime vary in many ways but there are similarities between them too. The leadership policies, beliefs and actions of each government were independent to themselves but there are some traits present in the Federal Republic which are thought to be taken from the Nazis' ideas.

The leadership of the Federal Republic and the Nazi Regime was very different, especially after Hitler was appointed chancellor on 30th January 1933. The leadership relates to the nature of the government as those in power had a huge influence on the actions of their government. Adenauer was the first chancellor of the Federal Republic, leading the CDU into a coalition government. This varied a lot from the Nazi leadership as Hitler was the sole leader, reinforced by the enabling act of 1933 which used article 48 to his advantage. Hitler led a dictatorship, but Adenauer led the Federal Republic in a democracy – meaning the nature of the governments varied hugely. Whilst Hitler had totalitarian control of Nazi Germany, the Federal Republic had a party leadership – they saw Hitler's dictatorship was unsuccessful and moved on from this. The influence of the Western allies on the Federal Republic may have caused the structure of their government to be this way as they had fought against the Nazi Regime and would not welcome another dictatorship. It is possible there were some similarities between the leadership of the two governments, however, because there were ex-Nazis in power who may have had existing ideas to fit their ideals. A final difference between the leadership of the two governments (which ultimately were very different) is Hitler's use of the SS and SA to implement his control. The Federal Republic used no such force on the people and was successful because of this. They had a Bundestag and Bundesrat which functioned well and were voted by the people, so representative.

The policies and beliefs of both governments were very different too, as the Nazis' ideas were much more extreme. During the Nazi Regime, Hitler's government forced the population to have certain beliefs according to 'Mein Kampf' and existing ideas. They reinforced anti-semitism and strongly believed in the Aryan race. This was important to Hitler because he felt strongly about it and it was a huge influence on his actions. The government of the Federal Republic had to spend time correcting what the Nazis had done and improving the lives of the Germans. They preserved concentration camps as memorials to show the actions of the Nazis and paid out compensation to Jewish survivors of the holocaust. The actions of their government may have been influenced by the Western allies but were still dramatically different to those of the Nazis. In the early years especially the Federal Republic had to spend time recovering from Hitler's policies and correcting anything they could. The economic policies of each government differed due to the nature of the government. In the Nazi regime they were hugely reliant on borrowed money and experienced problems whereas the Federal Republic's experienced sustained economic growth due to Marshall aid, no armed forces, good labour relations aid the support of the workers. The only similarity between their governance in terms of policies and beliefs was the banning of the communist party. The Nazis did this due to the opposition being made illegal in February 1933 and Germany becoming a one party state. The Federal Republic introduced the banning of the communists under Adenauer in 1956. At this time it was thought by many to be a mistake because it reminded people of the Nazi Regime. The people felt restricted.

The actions of each government were very different, again due to the extremity of the Nazi party, but mostly as the ideals of the governments were so contrasting. Whilst Hitler had total control of the whole of Germany, Adenauer split the Federal Republic into *Laender* (each with their own political power and responsibilities). The Hitler youth and programs related to education and the importance of women were part of everyday life under the Nazi Regime. Regular rallies, demonstrations, processions and abundance of propaganda were all used to ensure everyone behaved in the correct way. In the Federal Republic, ideas going against their ideal of a 'socialist paradise' were not welcome but they did not go to such extremes to enforce this as the Nazis had. The Federal Republic saw themselves as progressive and a liberal democracy, getting away from dictatorships completely. The GDR was seen by them as a totalitarian leadership (as Hitler had enforced) and they did not agree with this at all. Hitler took advantage of any situation he could to control Nazi Germany but the Federal Republic did not act in the same way.

In conclusion, I strongly agree that the government of the Federal Republic in the years 1949-69 was completely different from that of the Nazi Regime. The similarities between the two governments are not significant enough to make an impact in the long run. The main reason for this appears to be that the Nazis were using a dictatorship to have control but the Federal Republic used a democracy. The Western influence on the Federal republic would probably have had a large influence too because their new allies had been against the Nazis. Overall the governments were completely different because of their leadership, structure, policies, beliefs and actions being so contrasting.

Marker's Comments:

This answer attempts to establish criteria which are relevant to the nature of government. The supporting evidence is lacking in security, development and coherence but there is understanding and a general trend of an argument is established.

Level 3 answer.

Level	Mark	Descriptor
3	8–12	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.

Paper 1, Section B, Exemplar script C

Question 4

How far do you agree that the nature of the government of the Federal Republic in the years 1949-69 was completely different from that of the Nazi regime?

While both governments were German they had distinct difference and rather limited similarities.

To start with, both of the structures were fundamentally different. The FRG was a democratically run state where parties had to get 5% of the vote in order to gain seats. There was both an elected president and elected chancellor; the latter could not be removed by the former, everything was done by the people's voting. In contrast to this system, the Nazi regime was a one party state under the control of a sole dictator. Hitler's government was run by intimidation and fear by the continued use of the SS, SA and the Gestapo. This oppression of the people by the Nazis shows a clear difference between the government and the government of the Federal Republic.

Both governments use of propaganda was also different. The Nazis used propaganda to spread their ideology and enforce their views on *volksgemeinschaft*. In contrast Adenauer's government used propaganda to help aid the country's economic and social recovery. However both governments did release negative propaganda about their so called "enemies", for the Nazis these were social minorities and for the FRG it was the GDR. Therefore in this aspect there are similarities between the governments.

The international relations of the FRG were very centered around their relationship with America and other western powers. This was completely different to how the Nazis operated as they resented the west for having humiliated Germany in the Treaty of Versailles. This resentment ultimately resulted in the Nazis going to war against the west and for the FRG, who had been set up in the aftermath of the war, war was in no way desirable.

In ways of similar aspects, both governments began to rearm and introduced compulsory military service, although for different individual reasons. Another similarity is that of the weak economic state of Germany when both governments came to power, both promised to improve the situation and both did, for a time. A third similarity regards the communist party. The Nazis banned the communist party as they strongly disagreed with their views and saw them as a rival to power as they had a large support base. The FRG banned the communist party in 1956 as it had supported the GDR's violent crushing of the June 1953 Berlin Uprising.

Overall the government for the Federal Republic was completely different from that of the Nazi regime primarily down the central structuring. This being the fundamental contrast between a democracy and dictatorship.

Marker's comments:

The analysis in this answer is limited but the response is focused. There is an understanding of what is required and some conceptual understanding – it is not implicit but it is brief and the assertions are simple but relevant. However treatment is assertive and lacking in substantiation. Its lack of depth and lack of substantiation of points keep the response in Level 2.
Level 2 answer.

Level	Mark	Descriptor
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.

Paper 1, Section C

AO3 A level mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Paper 1, Section C, Exemplar Script D

Question 5

In the light of differing interpretations, how convincing do you find the view that the slave trade ended for economic reasons?

There are two contrasting views as to whether the slave trade ended for economic reasons. Extract 1 from Patrick Richardson shows the view that the slave trade ended for economic reasons showing one view, whilst extract 2 from James Walvin shows the opposing view that it was concluded because of other factors.

Extract 1 by Patrick Richardson shows the view that slavery was ended for economic reasons. This is a view supported by many other people such as Adam Smith who wrote about the economic reasons for the end of the slave trade at the time, stating that it was cheaper to pay workers than keep slaves. Richardson reasons that the ending of the slave trade was purely economic, facilitated by the slave traders who were afraid of competition from new foreign colonies and by traders who were no longer making such a large profit. The extract also states that the end of the slave trade was beneficial for the British slave owners as they already had large amounts of slaves, and the cessation of trading would stop the competition from the newer British colonies of Trinidad, Guiana and Demerara. Richardson says "other forms of trade and the very profitable practise of wartime privateering meant that commercial interests no longer rallied against abolition so loudly." This suggests that he believed that since traders had found other, more profitable trades and ports were converting to support these trades, slavery was no longer as important and so they did not argue against abolition, using their interests towards it instead. This is typical of the more classical view that the ending of the slave trade was because of economic reasons whereas more modern sources like extract 2 lean towards more social reasons for abolition. The extract gives evidence that the slave owners and traders stopped fighting the abolition of the slave trade but fails to mention whether they protested for abolition of the slave trade based on economic grounds. It instead shows that the economy was turning more to profit from war, especially the wars with France and therefore they did not need slavery any more.

Extract 2, written by James Walvin shows the more recent and opposing view that the abolition of the slave trade was caused by social reasons. The main purpose of the extract seems to be to debunk the economic argument rather than suggest alternative reasons for the abolition of the slave trade. This is shown in the start of the extract "The historical arguments about abolition have returned time and again to the confused issue of profit and loss". This appears to show the animosity the author has toward this economic view and that he believes he is making a new point. Walvin uses the efforts of the West India lobby, a group of slave owners led by Simon Taylor, an influential sugar tycoon, to make this point, reasoning that they fought and used parliamentary influence to the end, "bitterly to defend the slave trade in the twenty years to 1807" which they would not have done if the trade was not profitable. This view is convincing in that it is highly unlikely for a group of rich men to fight so hard and for so long for a trade that was not benefiting them. In fact, in the years before the abolition of the slave trade, the number of journeys and slaves arriving in the West Indies had steadily increased, suggesting that it was actually getting more profitable. Walvin concludes that "the current evidence simply does not sustain an argument that the British ended the slave trade for economic reasons". This suggests Walvin believes other factors are responsible for the abolition of the slave trade such as the actions and growth of the religious abolition groups like the Clapham Sect and the Quakers.

Overall the view that economic reasons were responsible for the abolition of the slave trade seems weak in comparison to the weight of evidence against it. This means

that the view is not very strong when compared to other factors. Whilst Richardson makes a persuasive point, opposing evidence such as that used by Walvin simply seems more convincing an argument. This makes it clear that the view that the slave trade ceased for non-economic reasons holds more weight behind it and is therefore a better argument. Evidence such as the fight by the West Indian Interest suggests and the increase in numbers of slaves being traded in the West Indies that there was still profit in the slave trade and therefore economic arguments hold no water.

Marker's comments:

This answer does have elements of Level 5 – the discussion of the evidence presented in Extract 2 is more indicative of Level 5 integrations of evidence from the extracts, own knowledge and the wider debate. However, the introduction outlines the argument in the two extracts rather than the wider focus of the question itself and the discussion of Extract 1 tends towards an identification of the issues in the extract rather than a discussion. Hence the response is stronger in bullet point 1 of the mark scheme than bullet points 2 or 3.

The response comes to a judgement using the evidence provided in the extracts and demonstrates an understanding that the issues are a matter of interpretation, but would be stronger if it went on clearly to relate the issues to the end of the slave trade itself.

Overall, a best-fit judgement would judge the response as secure Level 4.

Mid Level 4 answer.

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Paper 1, Section C, Exemplar Script E

Question 5

In the light of differing interpretations, how convincing do you find the view that the slave trade ended for economic reasons?

When looking at both of these historians' viewpoints it is clear that they both have very different ideas about the reasons that the slave trade ended. Patrick Richardson implies strongly that he believes that the slave trade ended due to economic reasons whereas James Walvin voices that it was because of other reasons and that the economic side to it was less important.

Richardson touches on the West Indies motives behind wanting the abolition of slave trade being strongly based on economic strength against their rivals. He states that 'British colonies were better stocked with slaves than the foreign West Indies' showing that they were trying to cut off other plantations so that they could run them out of slaves and ultimately business. Whilst most of his argument is based around this economic factor it does also lightly mention about Liverpool and how 'other forms of trade and the very profitable practice of wartime privateering' were becoming more popular and so was another economic reason to why the slave trade wasn't necessary anymore. Walvin's extract shows an economic element that backs up what extract 1 has shown as it states 'there was little evidence in their argument to suggest that they felt they were defending a trading system which had lost its economic vitality'. Extract 2 is trying to use this factor to show that economic reasons were not the main reason for the abolition of the slave trade however it supports the view that the West Indies Society did not think that it was a failing trade however wanted to cut off their rivals that Richardson voices. Extract 1 fails to show the reasons that imply that the slave trade simply was not profitable anymore. For instance slavers were losing money on the slaves as plantations were gaining new slaves via natural birth from their slaves' families and so the slave trade was losing profit. Richardson would have convinced me more had I not had my own knowledge to put into his argument as he showed specific factors that made sense.

Walvin on the other hand argues that the slave trade came to an end because of reasons that weren't economic. The main argument at that time that was used to back up economic reasons was that it wasn't bringing in a profit anymore however Walvin, whilst not actually showing up specific other reasons, shows why the economic factors are not the main reason. He states 'those most intimately involved in the slave trade ... were fiercely opposed to the ending of the slave trade' this shows that people who are still putting their investment on the line within the heart of the slave trade still wanted to risk it. As an argument this is trying to convince people that the merchants and planters were still fighting to keep the trade going and so in turn they must be making a profit and not losing as much money as the economic reasons were promoting. Walvin hasn't shown many specific reasons such as campaigning groups like the Clapham sect which put William Wilberforce in parliament. Having a campaigner in parliament was a huge impact as it allowed room for bills and acts to be suggested to speed up the process and get the trade abolished. He also failed to mention the evangelical movement that rallied up many campaigners to fight for the cause. Walvin's argument was quite vague and he didn't convince me that it was other reasons just that it wasn't the economic reasons.

Whilst Richardson makes the most convincing argument out of the two, because he used specific evidence to back up his argument, other factors are more important in the abolition of the slave trade. This is because of the power of the campaigners, both the campaigners in parliament and the religious campaigners that drove the abolition of slave trade forward. The mass support that these campaigners got put a huge amount of pressure onto parliament and arguably that makes a stronger reason than a loss of profit.

Marker's comments:

The response demonstrates understanding of the extracts, selecting and explaining key points of interpretation in both of them, and there is some analysis of the issues they raise.

Despite there being an attempt at discussion, it is almost wholly based around the extracts themselves. It identifies the viewpoints of the two extracts and in the first main paragraph discusses the extracts without reference to own knowledge in order to create a discussion of a wider debate. In the second paragraph the response notes that the alternative arguments are not being present, rather than addressing the focus of the question itself. This becomes a discussion of the extracts rather than a discussion of the convincing nature of the economic arguments. Comparisons are attempted but in relation to detail (The West Indies Society views) rather than issues. There is clear evidence that the extracts and the issues they raise have been understood and there is some deployment of relevant contextual knowledge to link to them. The judgement rests on attempted discussion, albeit with limited substantiation. Overall, the response reaches high Level 3.
High Level 3 answer.

Level	Mark	Descriptor
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.

Paper 1, Section C, Exemplar Script F

Question 5

In the light of differing interpretations, how convincing do you find the view that the slave trade ended for economic reasons?

Both extracts have a fair amount to say about whether or not economic reasons were the real reason for the abolition of the slave trade, arguing both for and against. Extract 1 is from Patrick Richardson and argues that the cause of the abolition was economic reasons, whereas Extract 2 is from James Walvin and argues that the cause for the abolition of the slave trade was not due to economic factors.

Extract 1 from Patrick Richardson argues that reason for the abolition of the slave trade was due to economic reasons. He explains that "Liverpool was becoming less concerned about the trade". If Liverpool was becoming less concerned it would mean they not having as big of a part in the trade meaning less money was coming in, when the ultimate aim of the trade was to make money. During the 18th century, the British West Indian sugar plantations were also becoming very profitable, with their owners being known as "Sugar Kings" however, by 1830 the plantations were not making as much money as they were crippled with debts. A famous Historian named Eric Williams stressed these economic factors (therefore supporting extract 1) and how they were the reason for the abolition and emancipation. However, these ideas were heavily criticized by the likes of other historians including Seymour Drescher, as there was a lack of evidence supporting Williams' ideas. Adam Smith famously stated that it would be cheaper to pay workers than to keep slaves, which also supports extract 1.

Extract 2 from James Walvin goes against Patrick Richardson and says that there were different reasons for why the slave trade was abolished. He states that "those with the most to lose from abolition clung to the belief that slave trading remained profitable". This backs up that not everyone involved lost money from the trade therefore the overall reason for the abolition could not have been economic factors as this did not affect everyone. Walvin convincingly argues that "the evidence simply does not sustain an argument that the British ended the slave trade for economic reasons" because there must have been other reasons for the abolition, for example the roles of key campaigners and groups for example the Quakers who presented the first substantial antislavery petition to parliament in 1783 and played a prominent role in the Anti-slavery society. This also includes the role of women. In 1824, Elizabeth Heyrick published a pamphlet called "immediate not gradual Abolition" which stressed the urgent need for the abolition. This differed from other forms of campaigning, as most of the others believed in Gradual abolition. She then also teamed up with other campaigners to promote the sugar boycott.

Economic reasons were not the only reason for the abolition of the slave trade, although it is still a valid factor and helped to eventually achieve abolition of the trade, it was not the main reason (as supported by Walvin). It is clear that many other factors also contributed towards this, there was not just one main reason as without some of the other stepping stones, abolition may not have occurred when it did. Therefore the view that the slave trade ended due to economic reasons is not convincing.

Marker's comments:

This response shows some understanding of both the debate and the extracts but only a few of the issues outlined in the extracts are directly addressed e.g. Liverpool from Extract 1 and 'those with most to lose' from Extract 2. These points are then developed by general expansion of matters of detail and added to with assertions from own knowledge or with reference to the debate. Unfortunately some of the supporting material in relation to both extracts is out of the time-frame of the period specified for the controversy and so is irrelevant to the response. The response does suggest other reasons which are not included in the extracts but these are identified/noted rather than explained; or they are explained using irrelevant material. A judgement is made but it is generalised, lacks clarity and does not directly discuss the economic argument referred to in the question/extracts.

High Level 2 response.

Level	Mark	Descriptor
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.

Paper 2, Section B

AO1 A level mark scheme

Note that this is the same mark scheme used in Paper 1 Sections A and B.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

5	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Paper 2, Section B, Exemplar Script G

Question 4

How significant was Robespierre's role in the development of the Reign of Terror in the years 1793-94?

Maximilian Robespierre was the leader of the radical group, the Jacobins, who were intent on the dissolution of the monarchy and the formation of a republic. Robespierre's contribution to the Terror was quite significant, as the removal of the Girondins from power led to a more centralised government under the Committee of Public Safety and Committee of General Security as well as, the armed revolutionaries and Comites de Surveillance. The Sans Culottes always disagreed the Girondins as they felt they were too moderate and could not harness enough control over the rioting peasants in the countryside, as food became more scarce, in particular bread. On 2nd June 1793, 80,000 troops surrounded the National Convention, resulting in 29 deputies and 2 Girondins members being arrested. A declaration of rights was created including the right to vote, the right to free education and the right to practice religion.

In order to make France's government more stabilised and centralised, the Committee of Public safety and the Committee of General Security helped enforce the law. The Committee of Public was created 6 April but reformed in July. Their main responsibilities were to combat the counter-revolutionaries and stop emigres who left France from coming back. Robespierre also formed a secret revolutionary police force to seek out any traitors not fighting for Robespierre's dream.

The armed revolutionaries worked for the authorities in preventing bread riots, hoarding and generally had the same aims as the Jacobins, not to have the restoration of the monarchy.

Robespierre had a major input in the Terror as he began to lose support from the Sans-Culottes. Robespierre began to become paranoid that Herbert was going to usurp him and become military director. There had been growing unrest from Herbertistes, Herbert's followers which led to Herbert and 18 of his followers being executed in March 1793. Furthermore, Robespierre closed down all revolutionary forces except the armed revolutionaries, further enhancing the Sans-Culottes disliking of him. He also turned on those who were his allies – Danton and Desmoulins but they were accused on being corrupt and were sent to the guillotine also.

Moreover during the Vendee Uprising, 1593 men and women were sentenced to death with no jury or trial. This total was 34.9% of France's population. Robespierre viewed the French population as an enemy, which led to most being sentenced to death.

On 22 Prairial, Robespierre stated that anyone who was seen as an enemy of the state or opposed should be sentenced to death. This led to 1000 deaths per month brought before the Revolutionary Tribunal.

Due to the Great Terror, Robespierre and 82 of his followers were sent to the guillotine on 28 July 1794. This marked the end of revolutionary extremism and the Plain movement. The Jacobins only had a small majority after Robespierre's death.

In summary, Robespierre had a major contribution in the Terror 1793-94. Firstly, it started off as the "Anarchic Terror" but later developed into the Great Terror. Robespierre did not want any opposition, leading him to kill his Danton and Desmoulins.

Marker's comments:

This candidate knows a great deal but the answer is not well targeted and there is quite a lot of unfocused, descriptive material. This answer is not well structured, there is no introduction and the conclusion doesn't contain an overall judgement. The answer lacks coherence in relation to the question that has been asked.

Level 2 answer.

Level	Mark	Descriptor
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.

Paper 2, Section B, Exemplar Script H

Question 4

How significant was Robespierre's role in the development of the Reign of Terror in the years 1793-94?

Robespierre advocated the republic as the "Republic of virtue". This meant that everyone in France free and equal in the republic. However, Robespierre believed that in order for this to be achievable, the terror was necessary. In the events of the revolution and the downfall of the constitutional monarchy Robespierre was seen as the "incorruptible". In his mindset, Robespierre saw himself as the one who knew what was best for the people and Robespierre's role in the development of the terror 1793-1794 was very significant.

Although Robespierre was not responsible for setting up the Committee of Public Safety, he played a major role with the administrators he gave to the committee as well as the committee of general security.

However, the Sans Culottes also played a fair amount in the development of the terror in the early days when it began in September 1793. The Sans Culottes forcibly pressured the CPS which led to the execution of Marie Antoinette on 16 October, 31 Girondins on 31 October, Duc d'Orleans on Nov 6 and the wife of ex Girardin deputy all in the same year. When the law of suspect was issued through the CPS, many who were suspected of hoarding, royalists, moderates and any one deemed as 'the enemy of the republic' was sent to the Guillotine.

It may be argued that Robespierre was in charge of the CPS and was the "voice" of the people at this time of the terror but he saw the terror as necessary to the republic. Enlightenment ideas justified his actions which led to dechristianisation in France and developed the Terror. From the drowning of nuns and monks in Nante to the destroying of statues and relics suggested that the terror was developing. This even led to Notre Dame being turned into a "temple of reason". Therefore, it can be concluded that enlightenment ideas that overtook Robespierre's mind led to development of the Terror and he played a major role in the dechristianisation, which evidently can be summed up that Robespierre was very significant in developing the terror.

However as the terror developed, the Sans Culottes role also minimised. The law of 4 December (the law of 14 Frimaire) gave the CPS and CGS more control over the administrations in France especially Paris in local governments and disbanded any informal parties. Essentially this law suggested that Robespierre did not need the Sans Culottes anymore. To the extent that he executed the Herbertistes when they voiced their disagreements suggested that even supporters of the terror in the early days and of the republic now had to face the terror in the form of the guillotine. This indicates that Robespierre can arguably be said to have singlehandedly developed the terror.

Likewise, a financial scandal made it excusable to execute his best friend Danton followed by the Desmoulins and others who were close to Robespierre when the terror started. This suggested that in the beginning of the terror, Robespierre was not alone significant. However, as the terror developed, he became the most significant person. Even the Committee of the Public Safety felt threatened and angered when Robespierre organised a "police bureau" to oversee the CPS and CGS, effectively leading to his downfall on 27 July when he gave his speech.

To conclude, it can be argued that in the early days of the terror, the CPS, the Sans Culottes, the close friends, and allies of Robespierre as well as Robespierre himself were equally significant. However as the terror developed, Robespierre became the most significant in developing the terror. From the dechristianisation to

the execution of the Herbertistes to the execution of Danton and the Desmoulins all lay on the head of Robespierre. However, the easy execution of the guillotine can be said to be significant in the development of the terror almost as much as Robespierre.

Robespierre believed that what he was doing and the terror was justifiable by the enlightenment and his idea of "republic of virtue" would only be achieved through the terror. Evidently, it can be argued that the enlightenment ideas and republic of virtue influenced Robespierre his believing the terror was the only way and in believing that, Robespierre become the most significant in developing the Terror not forgetting the sans culottes, allies of Robespierre, the CPS and CGS in being significant in the terror's early days. However, as it developed and Robespierre's idea of executing the "enemies of the republic" led to members of the Sans Culottes and Danton and close allies being guillotined, Robespierre became the most significant.

Marker's comments:

In this answer, criteria are established and there is a level of support to go with it. This is an answer that maintains focus throughout, although there is some uneven analysis in places. The argument and counter argument are both there, although the initial argument is not as well developed. There is a clear attempt to apply criteria. The response considers Robespierre's significance at different points in the revolution and arrives at an argued judgment.

Level 4 answer.

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Paper 2, Section B, Exemplar Script I

Question 4

How significant was Robespierre's role in the development of the Reign of Terror in the years 1793-94?

The terror (5 September 1793 – 28 July 1794) was a centralised government introduced to preserve the newly created republic of France from enemies of the republic, both internally and externally in order for its survival. Whilst having this form of government, there were some issues that the French government wanted to combat. These included the threat of the invasion from Austria, the threat of counter-revolution, the economic problems facing France and the uprising in Vendee in 1793. The terror was a means of securing the future of the republic of France. Maximilian Robespierre was a figurehead in the terror, he introduced many policies and "new religion", the Cult of Supreme Being in 1794, which was very unpopular. Other policies he introduced were maximum on wages (1794) and the law of the Maximum. Undoubtedly, Robespierre played a significant role in the reign of the terror, however, other political groups such as the Sans Culottes aided in the success of the terror and the overthrow of the Girondins which led to the ruling of the Jacobins. Arguably, without the Sans Culottes the reign of terror may not have come to be.

The roles of the Committee of Public Safety (CPS) and the Committee of General Safety (CGS) was crucial on the enforcement of government by terror. The brutal regulation of enemies of the Republic led to the massacre of approximately 16,000-20,000 lives. The tribunal in Paris tried many including political figureheads, such as Danton and Herbert for 'supporting royalist revolt' according to Robespierre.

Robespierre took the position of public prosecutor for Paris, as a member of the National Convention he was quite the prominent figure, and had huge support among his peers. Robespierre's view was 'to punish the oppressors of humanity is clemency; to forgive them is barbarity' (1794). The revolutionary tribunal was established on the 11th March 1793 and once, Robespierre was elected into the CGS on the 27th July 1793 he became increasingly revered.

The CGS managed the country's internal police and it had a crucial role in the terror. The terror was formally introduced as a legal policy by the Convention of the 5th September 1793 and according to the policy, 'the blood of the law should hover over all the guilty'. Though normally all members of the committee were equal, Robespierre was presented during the Thermidorian Reaction by surviving the protagonists of the terror as prominent. It is possible that they exaggerated the role of Robespierre to downplay their own contribution of the National Assembly.

Robespierre was big on 'virtue' which was a major driving force of the terror. Robespierre's speeches and rhetoric was wonderful, he had the power to change the views of the audiences. His speaking techniques included invocation of virtue and morals. He fully thrust himself in the role even stating on many occasions that he was prepared to die in order to save the revolution. The fact that Robespierre had assumed this position of being the advocate and the face of the terror is partly significant to the reign of terror, however, without the institutions actively enforcing the laws the reign of terror would not have been physically possible.

The extension of civil war and the advance of foreign armies on national territory produced a political crisis and increased the rivalry between the Girondins and the Jacobins. It was used to regulate foreign affairs. Again, law enforcers were set in place to make sure the theory of the Republic demonstrated by Robespierre was put into practice.

Robespierre certainly played a role in the reign of terror, however, there is a strong possibility that his role might have been exaggerated as the figurehead of what some may call the propaganda behind the terror. His speeches and rhetoric certainly add fuel in the fire, however the enforcement of the law which were CGS and CPS were the reasons for the terrors success.

Marker's comments:

The answer offers some analysis and attempts to explain links but contains some descriptive passages. It is backed by mostly accurate and relevant knowledge (though the material lacks depth) which demonstrates some understanding of the demands and conceptual focus of the question. An attempt has been made to establish some criteria for judgement and the structure shows some organisation but parts lack coherence and precision.

Level 3 answer.

Level	Mark	Descriptor
3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.

Paper 3, Section A

AO2 A level Paper 3 mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	8–12	<ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • 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. • 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.

5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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. • 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.
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Paper 3, Section A, Exemplar Script J

Question 1

Assess the value of the source for revealing the extent of support for the Bolsheviks in Russia and their attitude to democracy.

Historians may agree that this source has some use in revealing the extent of support for the Bolsheviks, but it is more valuable for determining their attitude to democracy. The source hints towards its feeling about democracy and talks about who main supporters were and why. However its usefulness is limited due to its nature.

It could be agreed that this source gives the impression that support for the Bolsheviks was vast, and wide spread. The source describes how the Bolsheviks 'brought the toiling and exploited classes together.' It later goes on to state that the October revolution was for the 'workers – peasants'. This creates the impression that the Bolsheviks had majority support as the workers and peasants formed the majority of Russia, furthermore by referring to their supporters as 'classes' creates a belief that they had support from every walk of life and also gives the impression that the support was widespread. Historians know that the Bolsheviks won 60% of the vote in the 1917 elections in Petrograd and Moscow which furthers this point. Additionally it could be argued that they have a large support base as membership grew to 300,000 by October 1917. However, this source was written by the Bolsheviks so is likely to exaggerate the extent of their support. Moreover it is a source that is stating opinion rather than fact, there its value is limited. It could be argued that this source does illustrate to some extent the increasing support for the Bolsheviks, however it is not very reliable, due to its nature.

Historians may believe that this source does recognise that the Bolsheviks did not have total support. The source acknowledges that they did not win the elections in the third paragraph. It also refers to disapproval from other political parties by stating that they are in 'Open War' with the Social Revolutionaries and Mensheviks. This shows that they knew there was not total support for them, an opinion that can be backed by the fact that they only won 24% of the vote in the 1917 elections. Their contentious relationships with other larger parties further shows historians that they were not universally popular, which is evident by the Civil War with the Green and Whites after the Constituent assembly was dissolved. Although the source does hint at wavering support, it does not do so clearly, therefore this source is not very useful at giving a well-rounded view on their support. The source does mention that support wasn't absolute for the Bolsheviks, but due to the author of the sources alliance to the party, this is merely touched upon, making it less useful.

It could be argued that this source gives a purely negative opinion towards the weaknesses of parliamentary democracy. It shows this by stating that there is 'futility of compromising' with some members of society. This opinion is again shown when the source states that the electorate was 'not in a position to decide'. This projects the opinion that democracy in this form is fragile and no good. The Bolsheviks believed that peasants and workers could not choose for themselves and therefore that they must act as their vanguard and do what is best on their behalf. This furthers the opinion that democracy is feeble and useless, also shown in their belief that a small group of strong revolutionaries should take power rather than a large, elected body. This show that the Bolsheviks believed that democracy was weak.

Furthermore they thought that democracy was purely in their way and should be rid of. This opinion is shown in the source when it is stated that the 'constituent assembly... stands in the way of the October Revolution and the Soviet power.' This shows that they thought democracy to be a mere inconvenience in their plans. These are feeling that the Bolsheviks held strongly as when they did take power they ruled by decree as they feared being democratic would take too long. It also furthers this view of being an obstacle by stating it will be 'dissolved'. This creates the impression that it can be easily passed by and brushed off before moving on. This source is much more useful for determining opinion and democracy as the source is written by the Bolsheviks and is opinion rather than fact based. Furthermore it was written by them as they were taking power so it would be trying to project their views. On the other hand it is a formal document so the passions behind these views will be dulled. Historians may believe this source is useful for showing the Bolshevik belief that democracy is an obstacle, but would appreciate the limitations of the source as a formal document.

In conclusion, after taking the source and events during this period into account, it could be agree that this source is very useful for determining Bolshevik beliefs on democracy, but less so in understanding the extent of support. Historians may agree with this as the source is based on opinion rather than fact so cannot reveal the full extent of support or lack thereof. Although it does have some balance in its extent of support, it is not representative of the time. Its nature as an opinion based source makes it ideal for understanding their views, however it is not quite perfect as it is an official document so it more formal and does not reveal the full extent of their anger towards and distrust in the democratic process.

Marker's comments:

The answer analyses the source material with varying degrees of effectiveness, and treatment of the two enquiries is somewhat uneven. There is some evaluation of material overall and it is clear that the student is weighing the evidence and discussing what can be said on the basis of it. However, there is some lack of development in places and weak substantiation of the evaluation.

Level 4 answer

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. 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. 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.

Paper 3, Section A, Exemplar Script K

Question 1

Assess the value of the source for revealing the extent of support for the Bolsheviks in Russia and their attitude to democracy.

The source reveals a small amount about the extent of support for the Bolsheviks – that they were not supported widely but had some strong areas – and a lot about their attitude towards democracy, they were against it, although the reasons for this are less clear.

The source suggests that the 'labouring classes' support the Bolsheviks as they have the same views – it says that they have 'learned' the parliament had 'outlived its usefulness', a view that the Bolsheviks definitely had as they 'dissolved' the parliament by force and ruled themselves. The infers that they were very widely supported as the 'labouring classes' make up the majority of the Russian population, however the similarities between the views of the labouring classes and the Bolsheviks may have been exaggerated by Lenin, the creator of this source, so that the people listening to the speech thought that they were well supported so didn't dare to challenge them. This makes the source less valuable for revealing the extent of Bolshevik support as the information is unreliable.

Another part of the source suggests that the Bolsheviks were not well supported as the Social Revolutionaries had a 'majority' in the Constituent Assembly, not the Bolsheviks. This confirms that the Bolsheviks must not have had the full support of all the 'labouring classes' as they would have got a majority. This source is made by Lenin who would have known the results of the vote, so it probably reliable. And it is a known fact that the Bolsheviks only got 24% of the vote while the Social Revolutionaries got over 50%. Nevertheless, the source infers that they must have had some areas where they were supported a lot, as they were able to dissolve the Constituent Assembly. This is true, in Moscow and Petrograd, where the Assembly was dissolved, the Bolsheviks gained around 60% of roles. This shows that the Bolsheviks didn't have a huge amount of support, but enough to have power.

The source reveals the Bolsheviks view on democracy, as it says that 'compromising' is 'futile' if people want 'freedom'. As in a democracy everyone has a say, and the Bolsheviks don't have everyone's support, they would have to constantly compromise with other parties as they wouldn't be able to do just what they wanted. This shows that they dislike democracy as it was more difficult to achieve their goals, hence why they closed the Constituent Assembly and formed the all-Bolshevik sovnarkom to rule by decree so they didn't have to compromise with any other parties. The views held in this source are probably shared by most Bolsheviks as it was created by their leader, so the source is valuable for revealing the Bolsheviks attitude to democracy.

The source also reveals that the Bolsheviks thought that the democracy was a 'bourgeois' idea that was 'incompatible with...socialism'. This suggests that they thought that democracy helped the bourgeoisie, which they were trying to destroy. As a result they couldn't let it continue as it was helping their enemies as already established, this view was probably held by most Bolsheviks. However, Lenin may

have had other views that he wasn't willing to share with the others at the Executive Committee of the Soviets because it may anger them, so he used a more reasonable justification. Nevertheless, this is still quite reliable so valuable for revealing the views on democracy of the Bolsheviks.

The source is quite valuable for revealing Bolshevik views as the creator was the Bolshevik leader, who shaped their views to some extent, so would have had very similar views to most Bolsheviks. It reveals that Bolsheviks had areas of strong support but they weren't extremely popular and that they saw democracy as a hindrance that made the 'establishing of socialism' impossible. However, as the speed was a justification for dissolving the soviets, some attitudes may have been inaccurate so that the decision was seen in a more favourable light, so the source isn't completely reliable.

Marker's comments:

The answer has some understanding of the source material and does select one or two relevant points. There is some straightforward evaluative comment on the source content. However, the evaluation of the source material is not extensive, and there are some insecure comments on matters of reliability. The answer overall is a little more comfortable in examining Bolshevik support than in developing a secure commentary on Bolshevism and democracy.

Level 3 answer

Level	Mark	Descriptor
3	8–12	<ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.