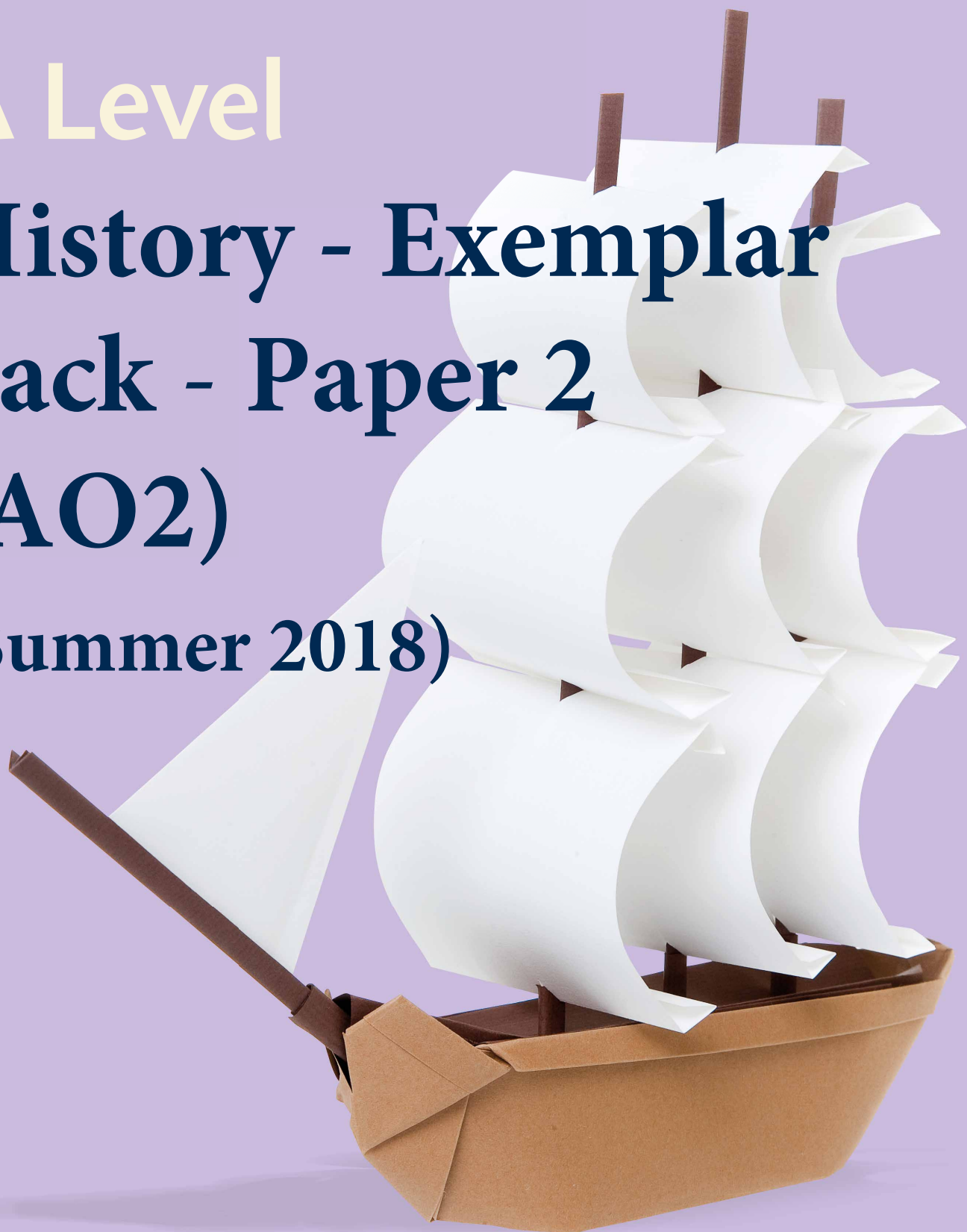


A Level History - Exemplar pack - Paper 2 (AO2) (Summer 2018)



Exemplar pack for GCE History (9HI0) - Paper 2 (covering AO2)

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Introduction

General Examiner Comments

The exemplification that follows is designed to show the key features of the generic mark schemes and what distinguishes the qualities of one level from another. These examples are taken from different options. Additionally, the Paper-specific principal examiner reports contain examples.

Assessment Objective 2 tests the ability to analyse and evaluate source material which is primary and/or contemporary to the period within its historical context. It is examined in Section A of Paper 2, the depth study, and in Section A of Paper 3. In Paper 2, from which this exemplification is taken, candidates are presented with two sources of roughly 400 words in total with the requirement that they be used 'together' in the evaluation of their usefulness for the enquiry in the question.

Bullet Point 1 in the generic mark scheme requires the accurate comprehension and analysis of the sources in order to draw inferences from them singly and together. In stronger responses, inferences will be supported by reasoning, not simply by reference to phrases, words or ideas in a source. The sources should also be used in combination at some point in the response – stronger answers will go beyond simple comment on surface features in the two sources and will consider how the utility is affected when the sources are taken together.

Bullet Point 2 in the generic mark scheme demands knowledge of the historical context to explain the meaning or implications of source contents and/or discuss the limitations of what can be gained from the content of the source material. The use of 'and/or' indicates that there is not a requirement to examine limitations unless they are relevant; knowledge can be used to affirm accuracy of content as well as to consider issues of typicality, etc., and no source can be expected to be comprehensive. The highest level in the mark scheme expects 'secure understanding of the need to interpret source material in the context'. This could involve considering the implications of the authors' attitudes, priorities or intentions for the utility of the content, or considering what the source can reveal about contemporary concerns. Students are expected to show 'awareness of the values and concerns of the society from which the material is drawn', as the level descriptors indicate, at the highest level. Answers that simply add knowledge without direct reference to the source material are not strengthened, since there is no AO1 reward in the mark scheme.

Bullet Point 3 of the mark scheme relates to evaluation; it rewards the giving of weight to evidence by taking into account the implications of the nature and purpose of a source and its context in order to consider how much it can contribute to the stated enquiry. Weaker responses receive credit for valid comment on provenance, but the higher levels require such considerations to be applied to the source contents. The qualities in the highest level descriptor expect that: '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.'

When coming to a mark, examiners place the response into a level for each of the three Bullet Points, making a judgement as to how securely it meets the qualities outlined in the generic mark scheme. Should it meet each of the criteria in a single level, the mark awarded will be at the top of that level. Should it meet the criteria for one or more of the Bullet Points less convincingly, the mark will be adjusted downwards in the mark band for that level. However, it is common for responses to meet different levels for each or some of the Bullet Points. In such cases, examiners apply the 'best fit' approach adjusting the mark according to the balance between the levels attained and how strongly the response meets the criteria for each bullet point.

Generic Mark Scheme 9HI02 AO2

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> ▪ 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.

Example 1 (from 9H10 2B)

Question 2: How far could the historian make use of Sources 3 and 4 together to investigate the extent of Philip II's responsibility for the outbreak of the Dutch Revolt in 1566?

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

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

Sources for use with Question 2.

Source 3: From a letter written in 1559 by Michele Suriano, the ambassador of the Republic of Venice at the court of Philip II. Here Suriano, an experienced diplomat, is reporting his observations back to the Venetian government.

The King was born in Spain. He spent most of his youth in that kingdom where he was treated with all the respect which was due to the son of the greatest Emperor in Christendom and the heir to possessions of such magnitude.

Having been brought up in this manner, when he first travelled outside Spain, His Majesty gave the impression that he had a harsh and unbending personality. Therefore he was not much liked by the Italians, thoroughly disliked by the Dutch and hated by the Germans. Consequently, he was warned at first by his advisors, then by his wife the Queen, and even more so by his father, that such an attitude did not suit the ruler of many nations and peoples of various traditions and customs.

In the King's eyes, no nation is superior to the Spanish. It is among the Spanish that he lives, they who he consults and they who direct his policy. In all this, he is acting quite contrary to the habit of his father. He thinks little of the Italians and the Dutch and still less of the Germans. Even though he consults the leading men of all the countries over which he rules, he allows none of them to become his closest advisors and listens only to prevent them conspiring with his enemies.

Source 4: From the *Compromise* presented to Margaret of Parma, April 1566.

We have learned that foreigners have managed to win over His Majesty by their false arguments. These men have no concern for the welfare of these Netherlands and no care for the glory of God, but desire only to satisfy their own greed. They have persuaded the King not to moderate the laws already issued concerning religion and even to reinforce them and to introduce the Inquisition among us in all its strength.

This Inquisition is contrary to all laws of God and man, its barbarity exceeding the worst practices of tyrants. It will result in great dishonour to God's name and the ruin of these Netherlands. It would destroy our ancient laws and customs which have been observed for centuries, deprive the States of the freedom to express their opinions and make the common people of this country slaves of the Inquisitors.

In order to provide for the safety of our property and persons, and so that we may not become the victims of those who wish to become rich at our expense using religion as an excuse, we have decided to form a holy and lawful confederation. By this we promise to use all our efforts to prevent the introduction of this Inquisition and to destroy it completely as the cause of all disorders and injustices.

Student response to question 2 from 9HIO 2B:

<p>Chosen question number: Question 1 <input checked="" type="checkbox"/> Question 2 <input checked="" type="checkbox"/></p> <p>Source 3 is from a letter written in 1559 by Michele Suriano, the ambassador of the republic Republic of Venice at the court of Philip II. It reports his observations as an experienced diplomat back to the Venetian government. Source 4 is an extract extract from 'The Compromise', which was presented to Margaret of Parma in April 1566.</p> <p>In source 3, the quotes "no nation is superior to the Spanish" and "he allows none of them to become his closest advisors" show that Philip's belief that the Spanish are above all other nations led to him not listening to leaders of any other countries. This is arguably what led to the Dutch Revolt, and could</p>	<p>Here the candidate is simply paraphrasing the information given on the sources in the examination booklet.</p> <p>In this paragraph, there is surface level comprehension of the source material, without analysis, in the form of paraphrasing of the source content and direct quotation.</p>
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therefore tell us it was solely the responsibility of Philip II.

However in source 3, it states that "They have persuaded the king not to moderate the laws". This suggests that it was believed "the foreigners" managed to "win over" the king with their "false arguments". This therefore illustrates that people believed the king was being influenced and decisions he made were not his own. This therefore could suggest that ~~the~~ Philip II was not responsible for the Dutch Revolt, as he was being persuaded.

In conclusion, it can be argued that Philip II was responsible for the Dutch Revolt as his superior attitude and refusal to use the help of other countries' leaders merit

This paragraph refers to Source 4 rather than Source 3.

Again, the candidate is demonstrating surface level comprehension of the source material. There is the hint of an inference being drawn in the phrase 'decisions he made were not his own' but this is not developed.

Here the candidate does make a valid inference from the source material with reference to the King's 'superior attitude' but this is not developed.

that tensions were created that ultimately led to the Dutch Revolt.

Examiner comments

This response was awarded level 1

This is a weak response. Though there is an undeveloped inference relevant to the question, which demonstrates some understanding of the source material and merits a Level Two mark for Bullet Point 1 in the generic mark scheme, this is undeveloped. There is no relevant contextual knowledge applied to the sources and no attempt to examine their reliability or utility in coming to a judgement.

As a result, there was no rewardable material for both Bullet Points 2 and 3 and they were marked below baseline. This resulted in a mid L1 mark overall.

Example 2 (from 9H10 2F)

Question 1: How far could the historian make use of Sources 1 and 2 together to investigate the problems facing the Second Round Table Conference?

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

Explain your answer using both sources, the information given about them and your own knowledge of 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 2F.1: India, c1914-48: the road to independence

Sources for use with Question 1.

Source 1: From a speech made to the House of Commons by Clement Attlee, 2 December 1931, as part of a debate about India shortly before the Second Round Table Conference ended. Attlee was a member of the Simon Commission that had visited India in 1928-29. At the time of this speech, he was the deputy leader of the Labour Party.

I am not for a moment going to suggest that nothing has been accomplished by the Second Round Table Conference simply because not everything has been accomplished. We know that an immense amount of work has been done on this extraordinarily complex subject. There exist stubborn facts which cannot be altered - facts of geography, facts of climate, and facts of history. They have to be taken into account. 5

The Indian problem is not a static problem. It is constantly changing. Events are moving with extreme rapidity in India today. You cannot say that, because you knew all the factors three years ago, you know all the factors now.

I believe that the only possible way of getting a successful outcome is by negotiation. There are enemies to India's peace amongst extremists of all sides. I think that they are short-sighted, and I believe that the mass of intelligent opinion in this country and in India can, given good will, obtain a solution that will deal with these enormous difficulties. I fully recognise what these difficulties are. There is the Hindu-Muslim difficulty. There is also the constitutional difficulty. You have the difficulty of the minorities. All these difficulties exist, and they exist to be overcome. They can only be overcome by continued negotiations. 10 15

Source 2: From Margarita Barns, *India Today and Tomorrow*, published 1936. Barns was an English journalist who ran the Free Press of India news agency in Bombay from 1925-35. In this book, she reflected on what she had observed during this period.

Describing the background of the Second Round Table Conference in my newspaper, I wrote: 'The sectionalism which developed amongst the delegates last year shows little sign of diminishing'. The problem was still unsolved when the Conference began. The Hindus were convinced that the Muslims were receiving the support of the British Government on the 'divide and rule' principle. While no one could deny that there was a certain basis for the Hindu belief regarding the attitude of the Government, it was largely a justification of their own uncompromising attitude. 20 25

Mr Gandhi lost the biggest opportunity of his life when he did not take his courage into his hands and, in open defiance of the Hindu leaders, take responsibility for a settlement with the Muslims. Congress was plagued with the obsession that, if it made any concession, then the Muslims would only ask for more later. Thus Congress ignored the consequences of an imposed settlement - that the British Government was bound in any solution devised by them to take into account the wishes of the minority. 30

After Mr Gandhi's fast at Yeravda Gaol ended, the public began to recall his firm attitude at the Second Round Table Conference in his discussions with Dr Ambedkar*. 35

*Dr Ambedkar - leader of the Untouchables

Student response to question 1 from 9H10 2F:

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

Chosen question number: Question 1 ☒ Question 2 ☒

When looking into the effects of the Round Table conferences, it is made clear that all three during 1930-1932 were completely ineffective. However, it is evident that Sources 1 and 2 don't really show that.

Firstly source 1 states that Attlee wasn't going to "suggest that nothing [had] been accomplished". This was an clear failure to recognise the problems facing the second round table conference. Perhaps, due to the fact that Source 1 was a primary source of a speech made to House of Commons, that it was so vague in addressing the problems of the Round Table Conference. Clement Attlee wouldn't have wanted to appear as though he lacked control of the matter as ~~he~~ could have meant, losing his job. Hence why, he fails to state that no conclusion had be drawn due to the dispute which took place between attendees as to who spoke for who. Instead of addressing the problems of the Second Round Table Conference and

Here, the candidate attempts to comment on the utility of the source with a reference to Attlee's position but the judgement is based on the questionable assumption that he is attempting to save his job.



P 5 1 9 0 5 A 0 3 2 0

3
Turn over ►

Why it failed to come to an conclusion; Attlee lists the problems facing India as a whole such as 'the Hindu-Muslim difficulty ... constitutional difficulty ... difficulty of the minorities'. Therefore, it can be argued that Source 1 on its own isn't useful in understanding the problems which faced the Second Round Table conference.

However, it can be argued to a small extent that source 1 paired with source 2 provides a better understanding of the Second Round Table conference. This is because source 2 highlights the fact that Gandhi should've used his 'courage' in order to come to an 'settlement with the Muslims'; however, Gandhi and Congress members alike were distrustful of the Muslims. This is conveyed in source 2 that the Congress members were fearful that 'the Muslims would only ask for more later', especially as they believed they were 'receiving the support of the British Government'. However, being a secondary source with the view to not only inform readers but attract their attention to read more from

This is a valid inference (Gandhi was 'distrustful' of the Muslims) supported by a quotation from the source ('the Muslims would only ask for more later') but the point is undeveloped.



The Free Press India News agency in Bombay, elements of the source were exaggerated. Whilst Gandhi did effectively give up and didn't take control of the settlement with the Muslims, it wasn't without attempt to ~~for~~ he did try. It was a argument from beginning to end of who spoke for Hindus and who spoke for untouchables. ~~for~~ Argument being that the untouchables didn't want to be under Gandhi alongside the Hindus. Therefore

In conclusion, it is clear that source 1 and 2 both have inaccuracies. Even when both sources are put together, it doesn't convey all problems of the 2nd Round Table Conference.

Here the candidate does add some relevant contextual knowledge, linked to the content of the source.

Examiner Comments

This response was awarded level 2

A serious weakness of this response is that it hardly addresses itself to the point of the question, the 'problems facing the Second Round Table Conference', and where it does, these problems are largely unexplained and undeveloped. However, there is an undeveloped inference placing it in Level 2 for the first Bullet Point in the generic mark scheme. Similarly, there is some contextual knowledge used to confirm matters of detail in the sources and finally, a limited attempt to evaluate the source material by noting aspects of their provenance, both characteristics of Level 2 in the remaining Bullet Points.

As a result, it was placed overall in high Level 2.

Example 3 (from 9H10 2H)

Question 1: How far could the historian make use of Sources 1 and 2 together to investigate Ku Klux Klan influence on American society in the 1920s?

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

Explain your answer using both sources, the information given about them and your own knowledge of 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 2H.1: The USA, c1920–55: boom, bust and recovery

Sources for use with Question 1.

Source 1: From an article by William Robinson Pattangall in *The Forum* magazine, September 1925. The magazine regularly published essays on controversial issues of the day. Pattangall had been a Democrat member of the Maine state legislature.

The Klan idea of what makes Americanism is fundamentally wrong. The Klan assumes that this quality can only be present in a man or woman who happens to be born on American soil, that no one else can achieve it. It adds the claim that no Catholic or Jew can be a good American, because his religious loyalties come first. The whole idea is opposed to our traditional national spirit and to the whole spirit of true Christianity. It brings back the old, cruel, religious hatreds. 5

Americanism, of course, is rooted in freedom, tolerance, humanity. It cannot discriminate because of colour, birthplace, or creed; nor can it tolerate ethnic, class, or religious distinctions in politics, social life, or legal standing. Especially it cannot, for a moment, tolerate the use of hatred and prejudice as a means to sway public opinion and win political power. The Klan, on its own statement, does just these things, and makes a virtue of doing them. 10

Equally un-American is the Klan's practice of attempting threatening and secret influence on legislators, judges, and other government officials. It uses that hold to enforce its own demands, abandoning completely the American principle of rule by and for all. It acts secretly in both political parties; it tries constantly for control of elections, legislatures, and government. And it has the cheek to advertise all this as a great principle. 15

Source 2: From the *Gratiot County Night Hawk* newspaper, published August 1928, during the presidential election campaign. The *Hawk* was the local Klan newspaper in Alma, Michigan.

In the run-up to the election, the Ku Klux Klan is standing against the forces of alienism, Roman Catholicism, and booze. Wild efforts by powerful interests have been made to discredit the organisation. This is natural, as are the unfounded charges of crime and violence. Have you heard both sides and carefully considered the facts with fairness and without prejudice? Or have you condemned the Klan on the testimony of its enemies without hearing the other side? 20 25

Enemies have tried every conceivable method to suppress the activities and growth of the Klan. They have tried mob violence, frame-ups, wine, women, lawyers, judges, and governors. In spite of the hell-born efforts to check its growth, disrupt its membership, and destroy its influence, the Klan marches steadily onward and upward toward the successful defeat of wrong and a triumphant victory for what is right. 30

Surely the hand of God is leading this great movement. Nothing short of God's protection could ever have saved the Klan from wreck and ruin as it has passed through such trying ordeals and dangerous experiences. 35

Student response to question 1 from 9H10 2H:

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

Chosen question number: Question 1 ☒ Question 2 ☒

The Historian could make some use of Sources one and two together to investigate KKK influence on American society in the 1920s. This because both sources portray the KKK in different light source one shows that its "fundamentally wrong" and therefore lists only negatives about the Klan making it unreliable. As well as this source two focuses on mainly the positive aspects of the Klan and how they are "misunderstood" as a result of this it can show only to some extent that the historian can make use of Sources one and two to investigate their effect on American society, however due to the fact the source fails to include ways in which it was not just the Klan that contributed to American society change.

Source one shows us that its main objective is to be dismissive about the Klan. It is used to educate the leaders of the Klan on a whole new way, as it states its "fundamentally wrong" the source goes on to say that no Catholic or Jew can be a good American. This therefore shows that the KKK impacted society by making it more discriminate towards minorities such as Black people Catholics and Jews. Which can suggest that it contributed to some social change in society by making the public more discriminate.

Here, the candidate shows awareness of the need to use the sources together in their examination of the evidence.

This passage demonstrates some analysis by selecting a key point relevant to the question (greater discrimination against minorities being an effect of the Klan's actions) and supporting it with reference to the source material.



P 5 1 9 0 7 A 0 3 2 0

3

Turn over ►

To under minorities, the source also goes on to say that Attending threatening secret influences on legislators, judges and other government officials. This refers to the fact that a lot of members of the KKK was in fact in law enforcement (police) and ⁱⁿ politics, as a result, the source fails to mention that even in political trials or small courts a lot of the time the court judge or police would find the minority being guilty even if they weren't. This was all due to them being part of the KKK. This therefore means that due to police and courts being part of the KKK, the ~~more~~ minorities such as black people Jews and Catholics would face racial discrimination and have them to be guilty, indicating that the KKK did ~~these~~ influence American society to some extent as the law was ~~part~~ on part of the KKK meant there would be no true justice.

As well as these aspects the other of source one is ~~is~~ ^{about} ~~the~~ ~~author~~ ~~is~~ ~~for~~ ~~unilateral~~ ~~issues~~ ~~of~~ ~~the~~ ~~day~~ ~~and~~ ~~is~~. This means that for this particular segment the source is only focusing on a small part of the effects of the KKK on American society. This can indicate the source may be biased as he's only focusing on the ~~one~~ negative aspects of the ~~the~~ KKK. It fails to mention that a lot of Americans people were part of the KKK, as the author is also Democratic, it can show that he supports the rights of ethnic ~~minorities~~ again which could mean the source is biased. So it's to some extent that sources one and two could be used together to investigate how the KKK influences on American society, as source one shows how the KKK mainly cause racial discrimination.

Some contextual knowledge is used to expand on the Klan's influence here but it is not used to support an inference from the source – this indicates a L2 for Bullet Point 3 in the generic mark scheme rather than a L3.

Here the candidate attempts to examine the utility of Source 1 for the enquiry though it is based upon rather simple reasoning.



Source two therefore discusses the ~~the~~ kkk klan in more of a positive light. This source aims to educate the reader of how the klan is good. The fact that the Hawk is used as the local klan news paper cashes that it's credible, this is due to the fact that the klan had most people on their pay roll like source one suggests ~~and can therefore~~ this means that the klan would only be talking about the positives of its klan rather than the negatives. Therefore ~~Source~~ ~~two~~ it's credible to a historian investigating the effects of the klan on American ~~Society~~ ~~Society~~. However it is to see extent that it can be used to investigate the influence it had on American Society as it does state that the klan had a great influence and membership. As a result of this by stating the klan had a lot of money and forced threats and mob violence, this means that it was strong and influential this means that a lot of American Society would not be part of the klan showing how much it did influence ~~an~~ American Society. Both sources ~~therefore~~ are based to a more positive and negative side which makes it ~~be~~ biased. However both sources does impact the klan had a lot of members and was influential ~~&~~ source one states it had a lot of people on their pay roll to support them such as government. And ~~the action of source~~ source 2 states its members are large and influential as they survived mob attacks. Which can show source two to investigate the use of the klan which caused American Society.

However it is only to see ~~an~~ extent that source one and two are

Likewise, the candidate attempts to address the reliability of Source 2 to the enquiry. Some comments are again based on questionable assumptions.

This part of the response is stronger. The candidate makes a supported inference from the sources that the size of the Klan's membership indicates that it is likely to have had influence on American society. There is also a clear attempt to use them together as the question demands.



P 5 1 9 0 7 A 0 5 2 0

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Turn over ►

Useful together to investigate the influence of the Klan on American Society. Although it was influential there were other aspects that influenced American Society, for example the ^{Prohibition} and the ^{Flu Pandemic} Start of the Great Depression, the two other factors changed people's lives. Prohibition was put in place to ban the alcohol in America however this led to increased crime and violence, as well as the Great Depression, it caused a lot of people losing their jobs and encouraged racism. As a result of this these two aspects can be seen to have a greater effect on Society in America during the 1920s as it changed people's lives by encouraging violence and made people jobless.

Overall the two sources can be used to help the historian investigate the use of the Klan influencing Society in America to some extent, as it shows how racism increased during the 1920s due to the Klan which caused violence. However it fails to mention other factors that affected the Society such as Prohibition and the Great Depression which meant an increase of crime due to Prohibition and the economic and the Whites day massacre killing millions, and the Great Depression meaning millions unemployed and the economic decline.

Though this knowledge is accurate, it is not directly relevant to the sources or the enquiry.

There is some attempt to come to a judgement here but it is not convincingly addressed to the utility of the sources to this specific enquiry.

Examiner Comments

This response was awarded level 3.

This response does address itself to utility for an enquiry into the influence of the Ku Klux Klan on American society in the 1920s. It demonstrates understanding of the sources by selecting relevant material from them to support valid inferences and also makes some attempt to use them together. Therefore, it was awarded a L3 for the first Bullet Point in the generic mark scheme.

However, it is less convincing in relation to the other Bullet Points. Though contextual knowledge is included, it is not utilised to support inferences and while an attempt is made to address the reliability of both sources, its judgements are based on questionable assumptions and the evaluation of the source material has only limited support. For Bullet Points 2 and 3 therefore, the response remained in L2.

A best-fit judgment placed the answer overall into L3.

Example 4 (from 9H10 2A)

Question 1: How far could the historian make use of Sources 1 and 2 together to investigate the seriousness of the rising against Tostig Godwinson in 1065?

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

Explain your answer using both sources, the information given about them and your own knowledge of 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 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

Sources for use with Question 1.

Source 1: From *The Anglo-Saxon Chronicle*, Version D. *The Anglo-Saxon Chronicle* was recorded by scribes in English monasteries. Version D was written in the monastery at Worcester in the earldom of Mercia. Here the writer is recording events of the year 1065.

All the thegns of Yorkshire and Northumberland gathered together and outlawed their Earl Tostig, and killed all the men they could find in his court, both English and Danish. They seized all his weapons in York, gold and silver, and all his monies which they could find. They sent for Morcar, son of Earl Aelfgar, and chose him as their earl. And Morcar went south with men of the shire, and with men from Nottinghamshire and Derbyshire and Lincolnshire, until he came to Northampton. There his brother Edwin* came to meet him with the men who were in his earldom; and also many Welshmen came with him. 5

Earl Harold came there to meet them, and they sent messengers with Earl Harold to King Edward, and asked that they might have Morcar as their earl. And the king granted this. The northern men did great harm around Northampton while Harold carried their message, in that they killed men and burned houses and corn, and seized the many thousands of cattle that they could find. 10 15

Earl Tostig and his wife went to Earl Baldwin of Flanders, and he received them, and they were there all the winter.

* Edwin - Earl of Mercia since the death of his father Aelfgar in 1062

Source 2: From *The Life of King Edward Who Rests at Westminster*. This biography was written in the years 1065–67 by a monk from Flanders who had access to information from the royal court. The book was dedicated to Queen Edith, the widow of Edward the Confessor and sister of Harold and Tostig Godwinson. Here the author describes the rebellion against Earl Tostig in 1065.

In the year 1065, to the distress of the whole country, there was a disturbance in the kingdom. It was said, if it be true, that the rebels had undertaken this madness against Earl Tostig at the artful persuasion of his brother, Earl Harold (which heaven forbid!). But I would not believe that such a prince was guilty of this detestable wickedness against his brother. Earl Tostig himself, however, publicly testifying before the King and his assembled courtiers, charged Harold with this; but Harold, rather too generous with his oaths (alas!), cleared this charge too with oaths. 20 25

When the rebels, after many negotiations with the King, continued in their mad purpose, Edward decided to crush their rebellion by force. But because changeable weather was already setting in for a severe winter and it was not easy to raise a sufficient number of troops for a counter-offensive, and because the people felt horror at what seemed civil war, some tried to calm the raging spirit of the King and urged the King not to attack. And after they had struggled for a long time, they did not so much divert the King from his desire to march, as wrongfully and, against the King's will, desert him. King Edward protested to God with deep sorrow, and complained to Him, that he was deprived of the due obedience of his men and the King called down God's vengeance upon them. 30 35

Student response to question 1 from 9HIO 2A:

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

Chosen question number: Question 1 ☒

Question 2 ☒

Source 1: • killed men, weapons, money
• marcor Edwin + Welshman
• king granted but was begrudgingly

Provenance: objective
↓
Tostig exiled

Source 2: • unable to crush rebellion by force → civil war
• weather, insufficient troops

Provenance: little detail re. purpose of rebellion or outcome - what was happening
• Harold's choice correct - doesn't want to present in a bad light.
• reasons: i.e. Tostig's brutal rule killed magnates

Settled, lawless district
gaps
Allied in by source
emotive

men not obedient

Both sources detail the events of the Northumbrian uprising against Tostig in 1065. Source 1 is particularly useful in gauging the seriousness of the rebellion by providing an objective account of how widespread the chaos and bloodshed was.

Source 2, on the other hand, is less detailed in its description of precise events but does show the seriousness of the uprising by inferring the king's inability to raise a counter-force. Used together, therefore, the sources are useful in portraying the severity of this threat.

Source 1 explains that Northumbria rose up against ~~Tostig~~ for Tostig's tyrannical reign

In its opening paragraph, this response demonstrates understanding of the strengths and weaknesses of the two sources, as well as the need to use them together



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Turn over ►

and 'outlawed' him killing all his men in the process. Tostig had employed brutal tactics upon the lawless earldom which he funded by heavy taxation thereby creating an extremely resentful population. Furthermore, he was a southerner ruling in the north and therefore the citizens of Northumbria called for ~~the~~ ~~morcar~~ morcar to take his place. Source 1 describes the scope of the rebellion in that morcar was joined by both Edwin, earl of Mercia, and 'many Welshmen' with whom he marched south with to meet Harold. This is evidence of the severity of the uprising as morcar had considerable support and therefore the stability of England was at stake. Edward's options were limited as if he didn't concede to the terms of the rebels he would be committing to crushing it by force which was ~~probably~~ likely to destabilise and create chaos in his kingdom and may have resulted in his loss due to the significant backing morcar received. Hence, Edward begrudgingly exiled Tostig and 'the king granted' their request of installing morcar as earl as ~~the best~~ it was the safest option. Therefore, the source provides an

Here, the candidate examines closely the evidence of Source 1 for the enquiry and rightly infers that the source indicates the 'scope' of the rebellion and that that it was so serious that 'the stability of England was at stake'. These reasoned inferences are developed with the use of relevant contextual knowledge regarding Tostig's 'brutal tactics' and the reasons behind King Edward's response to it.



objective and detached record of events that implies the seriousness of the uprising by detailing the amount of support mercer had and how Edward was forced to concede to their terms, as his kingdom was at risk.

Source 2, conversely, is less informative in relaying precise details of the rebel's actions (labelling the uprising as a 'disturbance' which seems to be downplaying the severity of the situation perhaps in an attempt to maintain the illusion that Edward had a firm hold over control and was in no real danger. As it was a biography of Edward, it may have wanted to present him as a fierce leader whose control over his kingdom never faltered and is therefore why this aspect is downplayed. Nevertheless, it does mention the looming threat of 'civil war' that people felt and this was an entirely possible consequence of Edward refusing the rebel's wishes. Northumbria had always been a lawless place as its distance from the centre of power and government in the south meant that it was difficult for the king

Here a reasoned inference is drawn by inferring from the language of Source 2 that it seeks to 'downplay' the seriousness of the revolt. This satisfies the criteria for L4 in Bullet Point 1 in that it distinguishes between information and claim or opinion

This then develops into a consideration of the reliability of Source 2 given its origins.

Again, valid contextual knowledge is added in consideration of the source's claims.



5
Turn over ►

to impose their control there. Hence, as divide between north and south was pre-existing and this rebellion threatened to create even further divides and cause the kingdom to collapse.

Source 2 also states that although Edward wished to, he could not 'crush their rebellion by force' as the weather was not in his favour and troops were hard to raise as many wished to avoid the impending civil war. This suggests how serious the rebellion was as now Edward was deprived of any means to combat it with his own force and was therefore forced to resort to diplomacy.

The source does not detail the positive resolution of the rebellion and is therefore limited in its usefulness as although the rebels posed a significant threat, the solution of instating morcar was relatively simple and avoided further issues. ~~It is therefore~~ When used in conjunction with source 1, however, its usefulness is increased as it fills in the gaps of specific actions of

Again, reasoning from the source material, the candidate makes further inferences on the seriousness of the rebellion.

Here the candidate makes use of their knowledge of later events to comment on the limitations of the evidence.



the rebels and the resolution to the conflict. Whereas source 2 is more emotive in its style and therefore must be read with caution, source 2 as part of the Anglo Saxon Chronicle is a more factual and objective ~~approach~~^{account} which is more useful to the historian. When used together, though, the sources successfully show the seriousness of the uprising as both the magnitude of support for Morcar and the fact that it could've led to civil war is described.

Lastly, there is a sound attempt to weigh the evidence of the two sources for this specific enquiry by examining their strengths and weaknesses as part of coming to a judgement. This helps satisfy the L4 criteria for Bullet Point 3

Examiner comments

This response was awarded level 4

This is a high Level 4 answer. From the start, the candidate demonstrates a good understanding of the two sources, making reasoned inferences from them which are linked directly to the enquiry in the question. These inferences are then developed with the use of relevant contextual knowledge which is also deployed to consider the possible limitations of the evidence that can be gained from the sources.

In coming to a judgement about the utility of the sources to the enquiry, the weight of the evidence is taken into account. Lastly, the sources are used together on several occasions during the response.

It was awarded a L4 for each of the 3 Bullet Points of the generic mark scheme.

Example 5 (from 9H10 2C)

Question 1: How far could the historian make use of Sources 1 and 2 together to investigate the extent of the Directory's success?

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

Explain your answer using both sources, the information given about them and your own knowledge of 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 2C.1: France in revolution, 1774-99

Sources for use with Question 1.

Source 1: From Germaine de Staël, *Considerations on the Principal Events of the French Revolution*, published 1818. The daughter of former French Finance Minister, Jacques Necker, de Staël was a prominent writer and intellectual in France during the 1790s. Here she reflects on the record of the Directory.

We have to give credit to the Directory. The first twenty months constitute a particularly remarkable period of administration. The Directory came to power in the most unfavourable circumstances. Paper money had fallen to almost a thousandth of its normal value and there was not as much as 100,000 francs in cash in the treasury. Food supplies were so scarce that popular discontent was barely contained and the revolt in the Vendée was still going on. Civil unrest had produced bands of outlaws, who committed horrible atrocities in the countryside. Finally, almost all the French armies were disorganised. 5

In six months, the Directory raised France from this deplorable situation. Coins smoothly replaced paper money; old and new property owners lived peacefully side-by-side; country roads had become perfectly safe; the army was very successful; the liberty of the press made a come-back; elections followed their legal course. 10

France would have been free if the nobles and priests had enjoyed the same treatment under the law as other citizens. But liberty cannot be compromised. If you persecute one individual in the State, justice will never be established for all, particularly when 100,000 individuals are placed outside the protective circle of the law. However, when the Directory was established, revolutionary measures spoiled the Constitution. The last four years of the Directory were so poor, from every perspective, that people easily attributed the disorder to the institutions themselves. 20

Source 2: From a confidential Paris police report written in late 1797. Here the report considers the state of the country at that time.

A great amount of public anxiety has been caused by the financial situation. Investors are profoundly and painfully affected by the subject. Violent grumblings can be commonly heard against public poverty, and critics of 18 Fructidor* say that the cause of poverty is due to that event. The number of jobless workers has increased in Paris, and there are rumours that unemployment is just as great in the regions. This great distress, with winter coming, raises the fear of unfortunate consequences. 25

Rumours are rife that another 18 Fructidor is going to take place any time and that the Directory is going to purge the two Councils once again. Some people, speaking of the present Constitution, say that it is not at all popular and that it is an aristocratic government. The only difference, it is said, between the Constitution of 1791 and that of 1795 is that the implementation of the laws, instead of being carried out by one king, is carried out by five Directors. Fears about the future in political terms, complaints and even grumblings about financial matters, and the desire for peace: such was the mood and the character of public opinion yesterday and again today. An exterior calm nevertheless continues to exist. 30 35

* 18 Fructidor (4 September 1797) - a coup carried out by the Directors to remove elected monarchist deputies from the Councils

Student response to question 1 from 9H10 2C:

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

Chosen question number: Question 1 ☒ Question 2 ☒

~~The Dir~~ Both sources can be used to investigate the extent of the Directory's success. Where source 1 focuses on how a change in the Directory's way of dealing with situations limited its success, source 2 focuses on how financial problems are a running theme throughout the course. The sources used together show that, although there were some successes, the Directory had many drawbacks.

Source 1 credits the 'first twenty months' of the Directory - up until the year 1797. It shows how ~~the~~ financial reforms were successful, 'paper money' refers to the inflation of the assignat and the lack of 'cash in the treasury' was an unfortunate circumstance the Directory ~~were~~ were left with. This is supported by their dealings with ~~the~~ debt by issuing state bonds where debt was paid off successfully but still angered ~~on~~ those who were given the bonds due to their later decrease in value - ~~a~~ a limitation to the success of this reform.

The source further highlights how civil unrest had produced 'bands of outlaws' - referring to

The candidate shows both understanding of the sources and awareness of the need to use them together.

Here the candidate begins to examine the evidence of Source 1, making reasoned inferences and supporting them with knowledge of the historical context.



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Turn over ►

the jeunesses dorées and the Chouhannists. The source highlights the Directory's success in making dealing with this unrest, it is known that the army successfully quashed much of civil unrest. This adds value to the use of this source in the enquiry - alongside the author who would seemingly appear to be knowledgeable on financial issues. ~~There~~ The source does not appear to have any intentions of motivating particular groups nor does it use a persuasive tone, all of which strengthen the authenticity of the claims made.

~~The~~ However, ~~the~~ the source becomes highly critical when it describes the coup of Fructidor, illustrating how this limited the Directory's success by 'compromising liberty'. ~~It may also be~~ Source 2 & acknowledges ~~the~~ Fructidor as a key event which limited its success, it however highlights how this caused economic issues in Paris. Using both sources together, they both highlight how Fructidor was a downfall but explain different implications it had.

Source 2 details a private police report, further strengthening its validity in sharing the success of the Directory - as it appears to have

The use of contextual knowledge is not extensive here but is sufficient. It is used skillfully to consider the weight of the evidence of Source 1.

The continued examination of the evidence of Source 1 demonstrates the quality of 'interrogation' referred to in Bullet Point 1, Level 5.



no ulterior motive which would question its authenticity. It ~~shows~~ highlights how ~~how~~ the financial situation affected investors - referring to the decline in value of state bonds. This opposes source 1's ~~not~~ details of success in economic reform. Source 1 ~~also~~ also appears to overlook financial failures in other aspects, & stating coins 'small' 'smoothly' replaced the currency. However, it is known that following the failure of the mandate, there were a lack of coins in circulation; causing deflation. This shows how the sources differ but also when used together shows the difference in opinions on the extent of the Directory's financial success.

Both sources further highlight how the Directory carried with it ~~parts~~ revolutionary ideals which, in the opinion of the sources, limited its success. Source 1 states that this 'spoiled' the Constitution - perhaps referring to way it was set up to make sure no one could become a dictator. This weakness, which failed to provide strong leadership, as one Council could only accept or refuse laws, there was no opportunity to amend any, & is illustrated to be a limitation to its success. Used alongside source 2, ~~it~~ the

Consideration of the utility of Source 2 to the enquiry is here followed by the use of the sources together.

Again, discrimination in the use of evidence is apparent as contextual knowledge is deployed to examine the limitations of the evidence.

Here the candidate moves on from the success of the Directory in financial matters to its record constitutionally. The sources are again used together, confidently and critically, and there is, once more, a very good use of contextual knowledge.



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Constitution has been described to be no different than that of 1791. Instead of implying a notion of weak leadership, it compares the 5 Directors to the king, ~~the~~ illustrating how the Directory was unsuccessful as it was an 'aristocratic government'. This impacted its success due to the members of the Councils being purged, especially after the events of Fructidor. In light of all this, it is evident that both sources agree that the success was limited due to aspects of the constitution and that the Coup of Fructidor was the turning point in the lead up to the Directory's downfall.

In light of all this, ~~the~~ both sources could be used to investigate the extent of the Directory's success. ~~where~~ Source 1 Both sources have strong validity and authenticity due to their authors and motives. ~~but~~ ~~where~~ Source 1 highlights Source 1 is useful in learning about the effective reforms & successful reforms of the Directory whereas source 2 ~~is~~ illustrates the unsuccessful reforms. Used together, they are both useful in explaining how the Coup of Fructidor ~~was~~ was the biggest factor limiting its success and ultimately made the Directory

The answer begins to divert here into cross-referencing for judgment on 'the extent of the Directory's success', rather than keeping the focus on source utility.

In coming to a judgement, the candidate again refers to the weight of evidence of the sources for this specific enquiry. However, the evaluation lacks some conviction and is weakly substantiated.

6



unsuccessful.

Examiner comment

This response was awarded level 5.

In both Bullet Points 1 and 2 of the generic mark scheme, this response merits a L5. There is a real attempt by the candidate to interrogate the evidence of the sources which are throughout subjected to critical analysis in the light of a wider contextual knowledge. Indeed, the candidate's use of their own knowledge of the Directory is a real strength of this answer – though it is not extensively applied, it is well-selected and clearly used to illustrate and evaluate the claims and evidence deployed in the sources and to highlight their limitations.

With regard to Bullet Point 3 of the generic mark scheme however, the response is not quite so impressive. Valid comments on the utility of the sources are made, with regard to accuracy, purpose and origin but these criteria were not fully applied in coming to judgement.

As a result, it remained in L4 for this aspect. Nevertheless, a best-fit judgment placed the answer in mid L5 overall.