

Edexcel GCSE History B: Schools History Project

Teacher support booklet

Unit 2 – depth studies

This Teacher Support Booklet has been designed to support you with the changes to Unit 2 of the History B (Schools History Project) specification from September 2013. This specification is for first certification in June 2015.

In this booklet you will find guidance on each question type, covering any changes to question style and mark schemes.

In addition, at the end of the booklet, you will find guidance on how to create mock exam papers for students.

What are the changes to content in Unit 2?

- There are a few very minor amendments to content for option 2A The transformation of British society c1815–c1851. The changes are highlighted in the matching chart [available on the Edexcel website](#).
- In order to improve comparability between options, the date range of option 2B The American West has been reduced to c1845–c1890; detailed changes to the content can be seen in the matching chart [available on the Edexcel website](#).
- Option 2C is now Germany 1918–1945, with additional detail added to expand the amplification of content: this is highlighted in the matching charts [available on the Edexcel website](#).

What are the changes to the Unit 2 assessment?

The structure of the Unit 2 question paper remains the same: students answer questions 1 and 2, either 3 or 4, and either 5a and 5b or 6a and 6b. In questions 3/4 and 5/6, the stimulus material has been reduced to two bullet points, and students are now required to use information of their own to access the higher marks.

As before, students should be aware that questions may cross key topics and their bullet points. Therefore key topics should not be considered in isolation. Students should also be aware that questions do not run chronologically within the exam paper.

Question 1: inference

There is no change to this question from the previous specification.

However, with a new requirement for own knowledge in question 1 of Unit 1, it will be important for students to be aware that the mark scheme for Unit 2 question 1 does *not* require own knowledge: this question only requires inferences from the source.

Question 2: explanation of importance

There is no change to this question from the previous specification.

Question 3/4: explanation

In questions 3 and 4, the stimulus material has been reduced to two bullet points and students are required to use information of their own to access the higher marks in Levels 2 and 3. This should be a point additional to those in the bullet points, not simply extra information about the given points.

Sample assessment materials: 2A Transformation of British society questions 3 and 4

3 Why did so many people join the Chartist movement in the 1830s? (12)

You may use the following in your answer.

- The right to vote after the Reform Act of 1832
- Open voting

You must also include information of your own.

OR

4 Why did the Chartist movement collapse by 1850? (12)

You may use the following in your answer.

- Violent protest
- Rejection of Petitions

You must also include information of your own.

Sample assessment materials: 2B American West questions 3 and 4

3 Why were there problems with law and order in the mining towns in the far west in the 1850s and 1860s? (12)

You may use the following in your answer.

- The Gold Rush
- Vigilantes

You must also include information of your own.

OR

4 Why were there problems with law and order for the white settlers on the Plains from the 1870s to the start of the 1890s? (12)

You may use the following in your answer.

- Lack of lawmen
- Conflict with cattlemen

You must also include information of your own.

Sample assessment materials: 2C Germany questions 3 and 4

3 Why was the Weimar Republic unpopular in the years 1919–23? (12)

You may use the following in your answer.

- The terms of the Treaty of Versailles
- Hyperinflation

You must also include information of your own.

OR

4 Why was the Weimar Republic able to survive in the years 1924–29? (12)

You may use the following in your answer.

- A new currency
- Loans from the USA

You must also include information of your own.

*Sample assessment materials: 2C Germany question 3 mark scheme***Level 1 (1–4 marks): Simple or generalised comment is offered, supported by some knowledge.**

Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.

eg 'They signed the Treaty of Versailles'; or 'There were uprisings'; or 'Money became worthless'.

Level 2 (5–8 marks): Statements developed with support from material which is mostly relevant and accurate.

Candidate gives narrative of events in these years. Unpopularity is asserted but not examined.

eg Gives details of terms of the Treaty of Versailles; or gives account of the key events of 1923.

Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example challenges from the Right.

Level 3 (9–12 marks): The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.

Candidate shows how specific events or issues created unpopularity.

eg Explains why the Weimar government were called 'November criminals' for signing the armistice, why various groups were upset by the Treaty of Versailles and why the economic crisis created unpopularity.

Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as challenges from left-wing sympathisers and challenges from the Right, including the attempted Putsch of 1923.

Question 5a/6a: description

There is no change to this question from the previous specification.

Question 5b/6b: reaching a judgement

In questions 5b and 6b, the stimulus material has been reduced to two bullet points and students are required to use information of their own to access the higher marks in Levels 2 and 3, and to access Level 4. This should be a point additional to those in the bullet points, not simply extra information about the given points.

As before, students should be reminded of the importance of answering the final question: failing to answer question 5b/6b loses both the question marks and the SPaG marks.

Sample assessment materials: 2A Transformation of British society questions 5b and 6b

5 (b) How successfully did the Poor Law Amendment Act of 1834 solve the problems of poverty in England? Explain your answer. (16)

You may use the following in your answer.

- The cost of Poor Relief
- Workhouses

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

OR

6 (b) ‘The building of railways was important mainly because of its impact on the economy of Britain.’ Do you agree? Explain your answer. (16)

You may use the following in your answer.

- Industrial growth
- New seaside towns

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

Sample assessment materials: 2B American West 5b and 6b

5 (b) ‘The leadership of Brigham Young was the most important reason for the success of the Mormons in establishing a settlement at Salt Lake City.’ Do you agree? Explain your answer. (16)

You may use the following in your answer.

- Brigham Young's strengths as a leader
- The role of the Mormon Church

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

OR

6 (b) How important were the railroads in destroying the traditional way of life of the Plains Indians after 1867 (16)

You may use the following in your answer.

- Transporting settlers to the West
- Life on reservations

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

Sample assessment materials: 2C Germany 5b and 6b

5 (b) Why was Hitler able to gain complete power in governing Germany in the years 1933–34? Explain your answer. (16)

You may use the following in your answer.

- The Reichstag fire
- The death of President Hindenburg

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

OR

6 (b) In what ways did the Nazi treatment of Jews change in the years 1933–45? Explain your answer (16)

You may use the following in your answer.

- The Nuremberg Laws
- The 'Final Solution'

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

*Sample assessment materials: 2B American West question 5b mark scheme***Level 1 (1–4 marks): Simple or generalised comment is offered, supported by some knowledge.**

Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.

eg 'The Mormons had to move west'; or 'Brigham Young took over from Joseph Smith'; or 'No one else wanted to live at the great Salt Lake'.

Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 (5–8 marks): Statements are developed with support from material which is mostly relevant and accurate.

Candidate provides a narrative of some period of the Mormon attempts to make a permanent settlement.

eg Describes the failure of earlier settlements, leading to the move to Salt Lake; or gives account of journey west; or describes the setting up of Salt Lake City.

Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the attitudes of the early Mormon settlers – determination and cooperation.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with general accuracy.

Level 3 (9–12 marks): The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.

Candidate focuses answer on Brigham Young and explains aspects of his work.

eg Explains his role as leader after the death of Joseph Smith and his preparation for the move to Salt Lake (advance parties, military discipline); or explains his importance in establishing a settlement at Salt Lake (organisation of land, resources, irrigation, first governor of Utah).

Maximum 10 marks for answers that do not explore aspects beyond those prompted by

the stimulus material, such as the contribution of the early settlers, or the importance of the Perpetual Emigration Fund.

Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.

Level 4 (13–16 marks): The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.

Candidate assesses the success of Brigham Young's work in context or against other factors.

eg Weighs the importance of Brigham Young's role in establishing a permanent settlement against his failure to gain independence as a state or against the role of other factors such as faith and hard work.

NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material such as the importance of cooperation between settlers over construction of irrigation systems or the skills of the settlers gathered through the Perpetual Emigration Fund.

Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.

Marks for SPaG

Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2–3	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

How can I create mock exam papers for Unit 2?

The table below provides guidance on how to create mock exam papers for Unit 2, using and adapting past-paper questions. The content of any sources and questions from past papers should be checked against the matching charts to ensure that they reflect the updated specification content.

1	Past-paper questions can be used.
2	Past-paper questions can be used.
3/4	Past-paper questions can be used, but the stimulus bullet points will need to be reduced to two points of the type given in the SAMs and the requirement for own material will need to be added. Changes to the mark scheme should be noted.
5a/6a	Past-paper questions can be used.
5b/6b	Past-paper questions can be used, but the stimulus bullet points will need to be reduced to two points of the type given in the SAMs and the requirement for own material will need to be added. Changes to the mark scheme should be noted.

Examiner's reports: key points

The following points from the June 2013 examiner's reports for Unit 2 should be noted.

For all three Depth Studies in this Unit there were some impressive responses which focused clearly on the set question with specific and accurate details to support the response. Often these candidates also demonstrated a clear understanding of the historical context such as the extremes of wealth and poverty in early 19th-century Britain, the nature and geography of conflict in the American West or the fragile nature of democracy in Weimar Germany and the lives of Germans under the Nazi dictatorship.

Most candidates were also able to gain at least half of the SPaG marks for this unit although the absence of capital letters even for individual names and specific events were noticeable as well as the almost constant use of "would of" and so on.

The lower scoring responses were often statements that were not specific to the period or location such as "posters were put up to support the government", "people moved for a better life", or "the Chartists wanted to make things better". There were occasional scripts that were very hard to read, showed a complete misunderstanding of the subject material or were learnt responses to previously set examination paper questions for this unit. There were also candidates that lost marks by writing outside the time period of the set question such as detailing the Final Solution on question 3 of the Life in Germany paper or writing about poor relief before 1834 on question 4 on the Transformation of Britain paper.

Based on their performance on this paper, candidates are offered the following advice:

1. Candidates should always focus on the set question rather than providing a response to a question from a previous examination paper.
2. Specific, relevant and accurate details are needed to access Level 3 of the mark scheme.
3. Some candidates lose SPaG marks through basic errors.