



GCSE History Exam Insights May/June 2024 – delegate booklet

Aims and Objectives

This training is for teachers of the Pearson Edexcel GCSE History specification and will provide feedback and insights on the May/June 2024 exam series. The session will focus on the performance of some of the key questions in the series and provide analysis to support. The session will point out key statistical performance data that may help with your planning for the year ahead.

You will also:

- receive feedback on the performance of candidates in the May/June 2024 exam series
- consider the variation of candidates' performance on different questions and explore why performance varies
- address common issues and FAQs.

GCSE History specification and assessment changes

- This note is a reminder that changes are being made to the Pearson Edexcel GCSE History specification content and assessment model: assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.
- We strongly recommend, if you haven't already, that you familiarise yourself with these changes. Some options are affected more than others, but all options are affected by the assessment changes.
- Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>
- If you have any queries, please contact Mark Battye, our History subject advisor, at TeachingHistory@pearson.com.



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All exemplars include generic and indicative mark schemes, plus sources and interpretations as required.



Exemplars used in the exam insights presentation in full

Questions targeting AO1 knowledge and understanding

Exemplar 1 – Medicine in Britain, Q1

Question	
1	<p>Describe two features of the new techniques used in the treatment of wounds on the Western Front.</p> <p>Target: knowledge of key features and characteristics of the period. AO1: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>The Thomas splint was developed (1). This would immobilise the leg while a wounded soldier was being moved (1).</i>• <i>Mobile x-ray units were set up to be available close to the Front (1). They allowed the fragments of shrapnel to be identified so that they could be removed and the wound would not become infected (1).</i>• <i>A blood bank was created before the Battle of Cambrai (1917) (1). This increased the availability of blood transfusions to stop soldiers dying from blood loss (1).</i> <p>Accept other appropriate features and supporting information.</p>	



Exemplar 1 – 4 marks

SECTION A

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Answer Questions 1 and 2.

- 1 Describe **two** features of the new techniques used in the treatment of wounds on the Western Front.

Feature 1

One feature was the Carrel-Dakin method. This included putting salt solution on wounds to prevent infection. This helped to reduce the number of soldiers dying from infection.

Feature 2

Another key feature was wound excision. This was when damaged, infected or dead tissues were cut from a wound. This was to prevent further infections and the wound was stitched up after the process.

(Total for Question 1 = 4 marks)



Exemplar 2 – Early Elizabethan England, Q1(a)

Question	
1 (a)	<p>Describe two features of education in early Elizabethan England.</p> <p>Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.</p>
Marking instructions	
<p>Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none">Boys from wealthy families would be educated at home (1), by private tutors (1).Grammar schools were available for boys of gentry and yeoman families (1), where they were taught Latin and Greek (1).Younger children often learned to read and write at local schools (1), known as petty schools or dame schools (1). <p>Accept other appropriate features and supporting information.</p>	

Exemplar 2 – 2 marks

Early Elizabethan England, 1558–88

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

1 (a) Describe **two features of education in early Elizabethan England.** **(4)**

Feature 1

Education was based on gender.
Boys got a better education
than girls no matter the
~~class~~ social class.

Feature 2

Elizabeth was very educated in
different ~~languages~~ languages.



Questions targeting AO1 knowledge and understanding and AO2 analysis

Exemplar 3 – Migrants in Britain, Q5

Question		
5		<p>'In the period c800-c1500, the most important impact made by migrants in England was on the development of trade.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the Viking city of York Norman castles and churches <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: consequence; significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2]
3	9–12	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>



Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none">The learner writes nothing.The learner's response does not relate to the question.The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none">Learners spell and punctuate with reasonable accuracy.Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none">Learners spell and punctuate with considerable accuracy.Learners use rules of grammar with general control of meaning overall.Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none">Learners spell and punctuate with consistent accuracy.Learners use rules of grammar with effective control of meaning overall.Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Viking migrants developed extensive trade within England, as well as between England and Europe and further afield. As a result, the city of York was transformed into a rich trading port.
- Trade increased under the Normans as migrants developed their own businesses and because they had strong links with mainland Europe. This growth resulted in the increase in size of many towns.
- Hansa merchants developed the trade in woollen cloth. Trade increased with Hanseatic League cities and this supported the development of England as a key European trading centre.

Relevant points to counter the statement may include:

- Migrants made significant changes to the built environment of England, e.g. the Normans built castles such as the Tower of London, and rebuilt many Anglo-Saxon churches. Later in the period, craftsmen came from Europe bringing new skills in building.
- There were significant changes to culture; migrants impacted the English language. For example, 'egg', 'cake' and 'knife' were Old Norse words whilst 'pork' and 'beef' were Norman ones.
- In the Danelaw, the Vikings developed their own system of government and law, for example 'Things', which made laws and decided punishments.
- Migrants had an impact on education. For example, the production of manuscripts by Christian monks from Europe, and the founding of Merton College in Oxford in the 1260s with the help of Jacob of Oxford, who was a Jewish migrant.



Exemplar 3 – 16 marks + 4 SPaG

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 5 ☒ Question 6 ☒

Some historians may agree that from 800-1500, the largest impact made by migrants was trade. During this medieval period, Britain ~~was~~ ^{soon} began to be one of Europe's centres of trade, which held an extremely lasting impact over all workers, merchants and especially those in power as it completely boosted the British economy. An example of an impact onto trade was the Viking trade routes that opened up, stemming from the Danelaw. The Viking city of York was found to have traders from across the world as trade routes had opened up as far as Constantinople. This impact was extremely ^{important} ~~lasting~~ as the Scandinavian and European trade routes lasted for centuries. The Hanseatic League who arrived in England later on in this period also left lasting impacts on trade, as their shipyards in major cities such as London were seen to have trading links to nearly every country in Europe. This made London be known as ^{Europe's} ~~the~~ ~~England's~~ centre of trade. ~~and the one of Europe's most~~
This was extremely impactful as it was a

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major change which affected ~~all~~ every ~~type~~ class and type of person in England at the time.

Some historians may, however, disagree with the statement. This is because ~~in~~ during the medieval period, they may see the impact on government and power as the most significant at the time ~~or this is because~~ by migrants. An example of this is the Vikings introduction of what we ~~often~~ believe to be the first evidence of democracy in England, with each Viking village and town having "things" where people could express their problems or desires. The Normans were also heavily influential onto England's government as they ~~has~~ introduced new ideas, ~~one~~ which lasted years after the Norman reign. William the Conqueror introduced the Domesday book and the feudal system which each affected all people in England as they assumed ~~that~~ that all taxes were paid, ~~and that each class had~~ bolstering the government's wealth and the country's economy.

Other ~~the~~ historians may also disagree with the statement as they ~~feel~~ feel that the



impact onto Britain's built environment was more lasting and affected more people. During the medieval period the Vikings created burhs out of small villages, which were fortified towns all over across England. Some developed into the major cities we have today, for example Leicester was once a Viking ~~burh~~ burh. In addition, the Normans drastically ~~they~~ augmented the built environment as they had built countless motte and bailey castles across the country, with ~~the~~ help from Jewish and Lombardy migrants through usury loans. An example of this is the tower of London which was one of the ~~83~~ 83 castles built ~~on~~ ~~by~~ by William the Conqueror.

In conclusion, I disagree with the ~~same~~ statement because, while the trade initiated by Vikings and Hanse merchants was highly impactful, the motte and bailey castles built across England by the Normans, with Jewish loans were more so as they had the most lasting impact, ~~as~~ as these castles have been used in countless conflicts ~~the~~ since the medieval period and several of them are still here today.



Exemplar 4 – Early Elizabethan England, Q1(c)(i)

Question		
1 (c) (i)		<p>'The most significant challenge to Elizabeth I's religious settlement, in the years 1558–68, came from English Catholics.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • recusancy fines for not attending church • the Puritan campaign against crucifixes <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2]
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>



Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- A large number of Catholic nobles and gentry accepted recusancy fines rather than attend the new church services, which made it difficult to enforce the settlement.
- Due to concerns about a Catholic uprising, Elizabeth had to make concessions to English Catholics, for example, by not strictly enforcing fines for recusancy.
- Devotion to the Catholic faith remained particularly strong in the north of England and many continued to hear the Latin mass in private, threatening Elizabeth's supremacy in the region.
- A number of Catholic bishops and priests resigned rather than swear the Oath of Supremacy, which undermined Elizabeth's religious settlement.

Relevant points which counter the statement may include:

- English Puritans challenged Elizabeth's religious settlement by campaigning against crucifixes being displayed in churches and Elizabeth was forced to remove this stipulation.
- English Puritans were unhappy about the vestments enforced for Church of England priests, which led to 37 priests being removed from the Church of England.
- Puritans in Elizabeth's Parliament and among her advisers continued to agitate for changes to the settlement, threatening to destabilise her government.
- Foreign opposition to Elizabeth's religious settlement, for example from Spain and the Papacy, led to the continual threat of invasion.



Exemplar 4 – 8 marks

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(c)(i) ☒ Question 1(c)(ii) ☒

On the one hand, I agree with the statement. This is because the catholics ~~caused a lot~~ disagreed a lot with the religious settlement. The catholics believed that the Pope in Rome had supreme authority and not Elizabeth. Elizabeth created the Act of Supremacy which made her the Supreme Governor of the church taking power away from the Pope. The catholics believed that the Pope, bishops and archbishops were the ones who controlled the church and therefore didn't want Elizabeth to control it. Furthermore, many catholics refused to ^{which led to recusancy} attend church services. This was due to the Act of Uniformity which stated that every church in England would have the same prayer book, same decorations, ~~and~~ would have the bible in English and holy communion would be celebrated. This went against catholic beliefs as the bible is meant to be in latin read only by the Pope, there should be richly decorated ^{which glorify god} interiors with holy communion celebrated in latin. Foreign ~~coun~~ Countries that were



Catholics were powerful. As England ~~was~~ converted to Protestantism, England wasn't seen as a powerful lowering its position in Europe. This angered the Catholics as the religious settlement was meant to be a compromise but there were little aspects of Catholicism left remaining. Therefore, the Catholics were the most significant challenge to Elizabeth's religious settlement.

On the other hand, I disagree with the statement. This is because the Puritans had a significant ~~impact~~ and challenge to the settlement. The Puritans also disapproved to the settlements. They believed that the people who attend the church should vote for the head, there should be no bishops and archbishops and people should wear vestments. These beliefs were neglected in the religious settlement. However, there were many ^{divisions} ~~divides~~ between the Puritans. The main groups within the Puritans were the separatists and Presbyterians. One group wanted Catholicism to be removed completely whereas some wanted some aspects to be removed. Furthermore, some Puritans were very well educated who were



literate but these puritans were based in universities so were unable to inform people of the wrong ideas of the religious settlement.

In conclusion, I strongly agree with the statement as there were a lot more Catholics than Puritans. They had a larger challenge to the settlement in contrast to the Puritans.



Exemplar 5 -Crime and punishment in Britain, Q3

Question		
3		<p>Explain one way in which the treatment of the crime of witchcraft in the years c1500-c1700 was different from the treatment of the crime of witchcraft in the years c1700-c1900.</p> <p>Target: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple or generalised comment is offered about a difference. [AO2]• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3–4	<ul style="list-style-type: none">• Features of the period are analysed to explain a difference. [AO2]• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]
Marking instructions <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• In the years c1500-c1700, people were influenced by religion and believed in the existence of witchcraft, therefore it was punished whereas, in the years c1700-c1900, people were less influenced by religious beliefs and, as belief in witchcraft declined, there were fewer accusations of witchcraft.• In the years c1500-c1700, there was concern about religious and political upheaval, so laws were passed reflecting the view that witchcraft was a crime against authority but in the years c1700-c1900, there was greater religious tolerance and political stability, meaning that a law was passed in 1735, making it illegal even to claim that someone was a witch.		



Exemplar 5 – 4 marks

- 3 Explain **one** way in which the treatment of the crime of witchcraft in the years c1500–c1700 was **different** from the treatment of the crime of witchcraft in the years c1700–c1900.

During the years 1500–1700 the treatment of the crimes of witchcraft (accused of being associated with the devil) was treated as a major crime and resulted in hanging. This is because religion was highly believed in and James I released a book called ~~Plan~~ Daemonologie which influenced his paranoia on others.

However, in years ~~th~~ 1700–1900 the punishment for witchcraft changed to a simple fine. This is because science was becoming more understood and discovered so the belief decreased from society.

(Total for Question 3 = 4 marks)



Exemplar 6 – Warfare and British society, Q3

Question		
3		Explain one way in which fighting in the Battle of Waterloo (1815) was different from fighting in the Iraq War (2003). Target: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">Simple or generalised comment is offered about a difference. [AO2]Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3–4	<ul style="list-style-type: none">Features of the period are analysed to explain a difference. [AO2]Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]
Marking instructions <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">Fighting in the Iraq War was much more mobile than fighting in the Battle of Waterloo. The Battle of Waterloo took place in a single area and was a mainly static engagement between two large armies, over a single day whereas the Iraq War was an ongoing and mobile conflict.The different nature of the fighting meant that different weapons and tactics were used. Much of the fighting in the Battle of Waterloo involved defensive tactics, for example using infantry squares. In contrast, in the Iraq War, much of the fighting was offensive, using drone missiles, bombs and tanks.		



Exemplar 6 – 2 marks

- 3 Explain **one** way in which fighting in the Battle of Waterloo (1815) was **different** from fighting in the Iraq War (2003).

Technology wasn't as advanced.
Therefore, weapons in 1815 would have been much more simple and not as threatening. Where as, in 2003 weapons and bombs and planes etc were much ~~the~~ more advanced so this means they could cause more damage and be more destructable.

(Total for Question 3 = 4 marks)



Exemplar 7 – Conflict in the Middle East, Q1

Question		
1		<p>Explain two consequences of President Sadat of Egypt's visit to Israel (1977).</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">Simple or generalised comment is offered about a consequence. [AO2]Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none">Features of the period are analysed to explain a consequence. [AO2]Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
Marking instructions		
Markers must apply the descriptors above in line with the general marking guidance (page 3).		
Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.		
Indicative content guidance		
Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.		
Relevant points may include:		
<ul style="list-style-type: none">Sadat's speech to the Israeli parliament led to criticism from other Arab nations and the breakdown in relations between Egypt and the other Arab nations.In response to Sadat's visit, Begin of Israel visited Egypt and agreed to start peace talks.The attempts at a peace process that started with Sadat's visit continued when both leaders attended Camp David at the invitation of President Carter.The subsequent Treaty of Washington provided the groundwork for a more peaceful relationship between Israel and Egypt. The leaders of Israel and Egypt came to some territorial agreements, e.g. over Sinai, where Israel agreed to withdraw from Sinai and Egypt agreed to retain Sinai as a demilitarised zone.		



Exemplar 7 – 8 marks

Conflict in the Middle East, 1945–95

Answer ALL questions in this booklet.

- 1 Explain **two** consequences of President Sadat of Egypt's visit to Israel (1977).

Consequence 1:

One consequence of President Sadat of Egypt's visit to Israel was the beginning of the Camp David Accords ⁽¹⁹⁷⁸⁾. For example, Egypt and Israel sought to make peace and US president Carter capitalised on this ~~at~~ ^{by} inviting Sadat and Begin to Camp David. By creating a friendly atmosphere, the Accords were agreed as Israel gave up claims on Sinai in exchange for peace ('trading land for peace'), the 'Bar Lev Line' was to be taken down with US aid of \$3 billion and \$1 billion every year for 10 years for restoration of Egypt. This resulted in Sadat and Begin winning a Nobel peace prize, for making peace. The Suez Canal and Straits of Tiran were opened for Israel.

Consequence 2:

Another consequence of Sadat's visit to Israel was the assassination of Sadat in 1982. Other Arab states deemed Sadat a traitor as he signed peace with Israel without consulting the other Arab states first. This broke ~~the~~ ^{what} they agreed on at the ~~Khartoum~~ ^{Khartoum} conference where there was to be no recognition, peace or negotiation with Israel. Defying this, Arafat and other Arabs ~~denounced~~ ^{thought of} him as a traitor and this led to his



becoming unpopular in
~~being assassinated in 1981~~ Egypt and assassinated
by extremists in 1981.

(Total for Question 1 = 8 marks)



Exemplar 8 – Superpower relations and the Cold War, Q2

Question		
2		Write a narrative account analysing the key events of the collapse of Soviet control of Eastern Europe in the years 1985–91.
		<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> Gorbachev's 'new thinking' the end of the Warsaw Pact (1991) <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]
3	6–8	<ul style="list-style-type: none"> A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers that do not address three or more aspects of content.</i></p>
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> From 1985, Gorbachev's 'new thinking' led to domestic policies which necessitated financial savings, leading to the withdrawal of Soviet troops stationed throughout the Eastern Bloc. The Soviet Union's control over Eastern Europe weakened in 1988 when Gorbachev rejected the Brezhnev Doctrine, meaning Warsaw Pact members could now make changes in their own countries without expecting interference from Moscow. The USSR was unable to contain a series of reforms and changes in Eastern Europe, such as the election of a non-communist government in Poland, and Hungary opening its border with Austria. In November 1989, following large protests, the East German government announced the opening of the Berlin Wall and thousands of Germans began physically attacking the Wall itself. 		
<ul style="list-style-type: none"> In March 1990, elections held in Germany supported the reunification of the FRG and the GDR, leading to a newly reunited Germany as a member of NATO. In 1991, the formal dissolution of the Warsaw Pact led to many Eastern European states becoming entirely independent of the Soviet Union, no longer having their governments or economies directed from Moscow. 		



Exemplar 8 – 8 marks

- 2 Write a narrative account analysing the key events of the collapse of Soviet control of Eastern Europe in the years 1985–91.

⊕ Solidarity

(8)

You may use the following in your answer:

- Gorbachev's 'new thinking' → 1987
- the end of the Warsaw Pact (1991)

You must also use information of your own.

1985 - Gorbachev 1986 -

new thinking

1987

Washington Summit

1987

7th of cold war

1988 - UN Conference

2:25 - 2:35

1987.

Berlin wall brought down.
end of Warsaw
Pact

on 15512

1991

Initially, Gorbachev's new thinking of 1987, marked the beginning of a relaxation of Soviet ~~control~~ communism as well as the ^{relaxation} of Soviet control in Eastern Europe. Gorbachev's new thinking consisted of 2 main policies: Glasnost (openness) and Perestroika (restructuring). Glasnost focused upon the relaxation of censorship and allowing people more social freedoms whereas ~~glasnost~~ ^{perestroika} was focused upon introducing more capitalist elements into the USSR (for example allowing private business and relaxing restrictions on foreign trade). This new thinking showed the world (and the Eastern Block) that the USSR was relaxing its control and ultimately gave the Eastern Block a hope of leaving the Soviet sphere of influence (as Soviet economic weakness was so obvious). This was emphasised by Gorbachev speaking at the UN in 1988, where he apologised for Soviet repression.

This new thinking ~~and~~ has led to ~~change~~ in the Eastern Block.



It resulted in the formation of anti-communist groups such as Solidarity in Poland which gained over 10,000 active members. Solidarity was banned in ~~1982~~ 1982, however and its leader John Giermek was imprisoned. However, it was clear that the USSR was unprepared to send troops and in 1985

This new thinking led to a series of conferences between the USA and USSR. For example the Reykjavik conference of 1986 ~~where~~ in which then Gorbachev urged Reagan to abandon SDI, which he refused ~~not~~. Then another conference was held in Washington 1987 in which Gorbachev had dealt ^{along with Reagan} with the Chernobyl crisis and had agreed to reduce nuclear stock piling with the USSR. This resulted in the INF treaty (1987) which stated both superpowers working to disarmament, leading to a significant decrease in tensions. Therefore, this conference ~~proceeds~~ is regarded as the end of the second cold war.

Lastly, in 1991, it became clear that the USSR was struggling financially and ~~had~~ ~~was~~ unrest in east Europe was increasing. (For example Solidarity in Poland that had formed a coalition separate from the communist party). This led to the Berlin wall being broken in 1991, followed by ~~then~~ as people fled from the East to the West through the Austria-Hungary border. ~~thus~~ ~~over~~ The Berlin wall coming down was a key event that caused the Soviet union to lose all of its control in ~~the~~ Eastern Europe.

(Total for Question 2 = 8 marks)



Exemplar 9 – Spain and the ‘New World’, Q2

Question		
2		<p>Write a narrative account analysing the key events of the Spanish conquest of the Incas (1530-37).</p> <div><p>You may use the following in your answer:</p><ul style="list-style-type: none">Atahualpathe siege of Cuzco (1536-37)<p>You must also use information of your own.</p></div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none">A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]
3	6–8	<ul style="list-style-type: none">A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers that do not address three or more aspects of content.</i></p>
Marking instructions <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> Indicative content guidance <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">When Pizarro arrived in Peru in 1530, he discovered the Incas were in a civil war. This encouraged him to explore further, as the Incas were less able to resist a Spanish attack.Pizarro arranged a meeting with the Inca ruler, Atahualpa, in the city of Cajamarca. During the meeting, Atahualpa threw a Bible on the ground. This led to the Spanish forces attacking the Incas and taking Atahualpa prisoner.Although Atahualpa paid his ransom, the Spanish executed him for treason and marched to the Inca capital, Cuzco, where they crowned his nephew, Manco Inca, as a puppet ruler.By 1536, Manco Inca was unwilling to continue as a puppet emperor and therefore raised Inca forces to besiege the Spanish in Cuzco. He cut off the water supply and burned the city to the ground.		



- To break the siege, the Spanish attacked Manco Inca and his forces at the stronghold of Sacsayhuaman, near Cuzco. They used scaling ladders and support from other indigenous people to get into the fort and defeat Manco Inca and his forces.
- Following the defeat of the Inca forces at Sacsayhuaman, a further Spanish force arrived to defeat the remaining Inca forces besieging Cuzco. This led to the Spanish taking control of the whole region.



Exemplar 9 – 4 marks

- 2 Write a narrative account analysing the key events of the Spanish conquest of the Incas (1530–37).

(8)

You **may** use the following in your answer:

- Atahualpa
- the siege of Cuzco (1536–37)

You **must** also use information of your own.

- In 1530 Pizarro entered ~~at~~ Atahualpa's land and tried showing his ~~to~~ ~~sketches~~. He went to try take over and to spread Christianity but due to everyone being under ~~at~~ Atahualpa's command, they didn't listen to him. Then at one point Pizarro locked Atahualpa in a room and demanded for God child. Once that was done he killed Atahualpa to show the ~~people~~ Incas how much power ~~her~~ he held.

- He then murdered, raped and enslaved most of the ~~incase~~ Incas taking control of them and showing who had bigger authorities. This made the Incas have no choice but to go along with what they were ~~told~~ told to do. Due to the defeat of Atahualpa and ~~due~~ to how powerful the Spanish were the Incas ~~wer~~ were powerless as they had no one as leader any more or to rely on.



Exemplar 10 – The American West, Q3 options 1 and 2

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the railroad network for the cattle industry. • The importance of the Sand Creek Massacre (1864) for relations with the Plains Indians. • The importance of sheriffs and marshals for law and order after 1876. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>The importance of the railroad network for the cattle industry.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The cattle industry grew as, instead of carrying out long cattle drives, it was possible to transport live cattle on the railroad network to Chicago, gaining access to more lucrative markets. • The railroad network prompted the establishment of the transit point at Abilene, which provided a place for cattlemen to drive their cattle to and sell on, making cow towns very profitable. • The development of refrigerated railcars for use on the networks increased the profitability of the cattle industry. Meat, which was in high demand, could be easily transported to major markets in the east. • Further expansion of the railroads to the west meant more cow towns were established, further building the wealth of the cattle industry. 		



The importance of the Sand Creek Massacre (1864) for relations with the Plains Indians.

Relevant points may include:

- The massacre united the Cheyenne with neighbouring indigenous groups against white settlers in the Colorado area, creating greater tension with settlers.
- Indigenous peoples of the Plain were no longer willing to trust the US army as result of the actions of the volunteer forces, led by Colonel Chivington, at Sand Creek.
- Relations deteriorated as the Dog Soldiers, in retaliation for the massacre, attacked white settlers across the Colorado region.
- In 1865, as a result of the massacre, the US government organised to move the Cheyenne and Arapaho to a large reservation and pay compensation, yet backed down on the deal in 1867, worsening relations further.

The importance of sheriffs and marshals for law and order after 1876.

Relevant points may include:

- Sheriffs and town marshals were often former outlaws, such as Wyatt Earp, who crossed the line between legal and illegal activities, often resulting in greater violence and calls for better candidates.
- As sheriffs were elected, it was possible for powerful landowners to dominate the town and therefore control the law officers, creating problems with the justice system, for example in Lincoln County.
- Sheriffs and US marshals became more important for law and order as the railroads opened up more territory over which law enforcement was necessary.
- With more territories becoming States, sheriffs and marshals were needed to extend federal law without the need to wait for support from a long distance, so improving the quality of law and order.



Exemplar 10 option 1 – 8 marks

Indicate your FIRST choice on this page.

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 ☒.

- ☒ The importance of the railroad network for the cattle industry.
- ☒ The importance of the Sand Creek Massacre (1864) for relations with the Plains Indians.
- ☒ The importance of sheriffs and marshals for law and order after 1876.

One reason why the railroad was important for the cattle industry was that it increased profits of cattle ranchers. After the Civil War 1861-1865, the Southern states and economy were left devastated. A cow was worth \$5 in Texas compared to \$40 in Chicago. This prompted ranchers to transport cattle to northern cities for greater profit. Before the railroad (until 1869) cattle would go on the long drive—they would physically walk from Texan ranches to northern cities. However, on this journey, cattle would lose weight and thus value. The railroad eliminated this problem, as cattle could be transported cheaply and easily, so less weight was lost and more money was gained. Therefore, this resulted in increased profits for 'cattle barons'.

Another reason why the railroad network was important was in Joseph McCoy's Abilene.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

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Abilene became a cow town in Kansas in 1867, as a result of the Kansas government ^{partially} lifting their quarantine laws against Texan Longhorn cattle. Previously, they were known to spread Texas fever to homesteaders' cattle, ~~but~~ however Abilene was far away from any homesteads, so cattle were allowed to pass. In 1867, McCoy established it as a cow town, as it was close ~~to~~ to the Chisolm ~~&~~ Trail leading to Texas, and ~~the transcon~~ a railroad which could be used to transport cattle north cheaply. The popularity of Abilene was hugely based upon the railroad it was near to, as it provided greater profits to ranchers, thus boosting the cattle industry.



Exemplar 10 option 2 – 8 marks

Indicate your **SECOND** choice on this page.

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 ☒.

- ☒ The importance of the railroad network for the cattle industry.
- ☒ The importance of the Sand Creek Massacre (1864) for relations with the Plains Indians.
- ☒ The importance of sheriffs and marshals for law and order after 1876.

One reason why the Sand Creek Massacre was important for Plains Indians relation with the US government was that it ~~both further~~ ~~tension~~ resulted in the Indians' hatred towards the US government and public sympathy towards them. In 1861, the Treaty of Fort Wise stipulated that the Cheyenne and Arapaho tribes would move to a reservation in Eastern Colorado, as gold had previously been discovered in Colorado in 1858. To ease tension Black Kettle along with other Indians gathered in Sand Creek to negotiate with the government. The territory governor John Evans had ordered Colonel Chivington and the 7th Cavalry to "kill and destroy" them. 150 men, women ^{and} children were killed with acts of rape and mutilation, despite white flags. Ultimately, this led to fear and hatred among Plains Indians, but also evoked sympathy from white settlers.



Another reason why the Sand Creek Massacre 1864 was important, was that it built further tension between Indians and the US government. Following the events of the massacre, the US government had promised the Cheyenne and Arapaho tribes that they would move to a new ^{bigger} reservation and be paid compensation. This was done to pacify the tribes temporarily, while the government dealt with the Civil War 1861-1865. However, once the war was over, the government went back on all promises made, and the tribes were moved onto a reservation with harsh, barren land that was impossible to farm, with no government support. This once again proved that the Plains Indians could no longer believe the US government, ultimately destroying any remaining trust, and severely damaging their relations.

(Total for Question 3 = 16 marks)

TOTAL FOR BOOKLET P = 32 MARKS



Exemplar 11 – British America, Q3 options 1 and 2

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> The importance of the French and Indian War (1754–63) for relations between the American colonists and the British. The importance of Pontiac's Rebellion (1763–64) for relations with the Native Americans. The importance of the Declaration of Independence (1776) for the revolution in the American colonies. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple or generalised answer is given, showing limited development and organisation of material. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>The importance of the French and Indian War (1754–63) for relations between the American colonists and the British.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> To help win the war, the British raised the number of British regulars, which increased tension with the colonists who disliked the additional military presence. The increase in the number of British troops led to tension over the cost of the war, as the British expected the colonists to help fund the extra troops. The establishment of colonial army units for the war meant that various immigrant groups within the colonies began to see themselves as a united force, rather than an extension of the British army. The British victory meant the colonists felt more secure with the threat of the French reduced, resulting in less willingness to accept British regulations. 		



The importance of Pontiac's Rebellion (1763–64) for relations with the Native Americans.

Relevant points may include:

- In response to the events, the British issued the Proclamation Act, which limited attempted westward settlement into Native American lands, so improving British relations with the Native Americans.
- Colonists, such as the Paxton Boys, were not happy with the restrictions to westward expansion as a result of the rebellion, making peace talks with the Native Americans more difficult.
- The rebellion reinforced the mood in Britain for the need for more troops to protect British interests against any further threat from tensions between colonists and Native Americans.
- The British general responsible for providing smallpox-laden blankets to the Native Americans was replaced and the British renewed their policy of gift-giving to the Native Americans.

The importance of the Declaration of Independence (1776) for the revolution in the American colonies.

Relevant points may include:

- The Declaration provided a moral and legal justification for rebellion, which gave colonists reasons why they should fight.
- By listing the crimes committed by King George III, particularly tyranny, the Declaration provided a target for the colonial opposition.
- The Declaration was a unifying force for the thirteen colonies, as it was produced by the Congress's Declaration Committee.
- The concept of natural rights inspired the move for independence and the revolution itself.



Exemplar 11 option 1 – 5 marks

Indicate your FIRST choice on this page.

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 ☒.

- ☒ The importance of the French and Indian War (1754–63) for relations between the American colonists and the British.
- ☐ The importance of Pontiac's Rebellion (1763–64) for relations with the Native Americans.
- ☐ The importance of the Declaration of Independence (1776) for the revolution in the American colonies.

The French and Indian War was important for relations between American colonists and the British. When the French Indian war had started, the colonists joined, causing them to gain experience and also unify ~~tot~~ with other colonies. The British ~~sort~~ soldiers and colonists did not get along which already created tension but when the peace ~~&~~ treaty was created after the war, this angered the colonists ~~as~~ as they had no say over any of Britain's new power ~~&~~ because of it and the Britain's new control over them because of the peace treaty. Which just increased the break of relations even more between them.

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The French Indian war also influenced the independence the colonists got. This was because of the colonies uniting they could speak to one another about the freedom and respect that they think they should have. This caused the colonists to start believing and demanding for there rights which later on started created the war of Independence



Exemplar 11 option 2 – 3 marks

Indicate your **SECOND** choice on this page.

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 ☒.

- ☐ The importance of the French and Indian War (1754–63) for relations between the American colonists and the British.
- ☐ The importance of Pontiac's Rebellion (1763–64) for relations with the Native Americans.
- ☒ The importance of the Declaration of Independence (1776) for the revolution in the American colonies.

The Declaration of Independence
was important for the revolution in
the colonies because they had
finally got their own control and
understood that they have their own
freedom and own rights. This angered
the British but the colonies
were finally starting to fight
back for example the boycott.
The colonists boycotted the sugar,
tea, stamps all because of the taxes
Britain was making them pay even
though it never helped them and they
never saw it. The colonies started
becoming more independent which
was important for the revolution
in the colonies that gave

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them independence

In conclusion both, of the French Indian war and the declaration of Independence helped the colonists achieve a lot, as the French Indian war made them realise they don't need ~~Engl~~^{Britain} Britain to protect them which started showing them independence because of the decline in relations. And the Declaration of Independence made the colonists start fighting for their rights and freedom and made them realise the ~~reduction~~ amount of control Britain had over them which they had to stop.

(Total for Question 3 = 16 marks)

TOTAL FOR BOOKLET P = 32 MARKS



Questions targeting AO3 sources

Exemplar 12 – Mao's China, Q3a

Sources/Interpretations for use with Section B.

Source B: A government poster published in China in 1975. The poster was published with the caption, 'Mountain village medical station, 1975.' It is showing a young barefoot doctor and two village leaders.



Source C: From *Wild Swans* by Jung Chang, published in 1991. Jung Chang left China in 1978 to study in the UK. Here she is commenting on her time as a barefoot doctor in a Chinese village during the Cultural Revolution.

During the Cultural Revolution, the healthcare situation got worse, so Mao offered what seemed like a magic cure to the peasants: barefoot doctors. Mao said that it was not necessary for these doctors to have formal training. So, with no formal medical training, I went to work as a barefoot doctor.

My training manual had no medical theory in it, just a summary of symptoms followed by suggested treatments. Another doctor in our clinic terrified me. He would use the same needle to inject several different patients without cleaning it. He injected penicillin without testing whether the patient was allergic to it.

Mao did not provide anything else to improve the lack of healthcare in the countryside. He did not offer to build more hospitals or to train more proper doctors.



Question		
3 (a)		How useful are Sources B and C for an enquiry into healthcare reforms in Mao's China? Explain your answer, using Sources B and C and your knowledge of the historical context. Target: Analysis and evaluation of source utility. A03: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.
<p>Notes 1. Provenance = nature, origin, purpose.</p> <p>Marking instructions Markers must apply the descriptors above in line with the general marking guidance (page 3). No credit may be given for contextual knowledge unless it is linked to evaluation of the sources. No credit may be given for generic comments on provenance which are not used to evaluate source content.</p> <p>Indicative content guidance Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.</p> <p>Source B The usefulness could be identified in terms of the following points which could be drawn from the source:</p> <ul style="list-style-type: none"> The source is useful because it shows that medical facilities were being provided in rural areas. It is useful because it suggests the availability for rural people of traditional medicines using simple, natural ingredients. It suggests that the village leaders had confidence in the work of the barefoot doctors. <p>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:</p> <ul style="list-style-type: none"> As a propaganda poster, it is useful for showing what the Chinese government wanted people to know about the healthcare reforms. The poster may have been produced in 1975 to highlight the success of the healthcare reforms in reaching rural areas. <p>Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:</p>		



- By 1976, every commune and rural community had a clinic.
- By 1976, 85% of the rural population of China had access to either a professional or a barefoot doctor.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source emphasises that the barefoot doctors were not always trained for their role.
- The source implies that the actions of the barefoot doctors could be dangerous.
- The source claims that there was a lack of further healthcare reforms and resources to improve the situation.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- As a barefoot doctor herself, Jung Chang is describing her own personal experience.
- As Jung Chang had left China, she would be in a position to give an uncensored view about healthcare reforms.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The barefoot doctors were unable to provide full health care as they had limited equipment and worked in often basic conditions.
- Healthcare in the clinics was not free and could be too expensive for rural workers.



Exemplar 12 – 8 marks

SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into healthcare reforms in Mao's China?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B depicts a young barefoot doctor and two village leaders, we can observe medications also in this image. We know that Mao attempted to improve healthcare as part of his attacks on Liu and Deng between 1963 and 1965. This source is useful as it provides a visual representation of the doctors within China. It also provides a specific type of doctor within these reforms. Furthermore this source is from 1975 meaning it is a first hand source from the time making it useful. This source is however a poster meaning it was intended to act as a message of propaganda to the civilians within China and is therefore likely biased or designed to cause a view. It is also produced by the government in a ^{line of} ~~type~~ of media control further causing biased. However it does allow us to learn how the government



wished to portray these reforms and perhaps what the people thought providing some use. Source B however depicts the failures of Mao's healthcare reforms claiming the "situation got worse". This could be due to Mao's belief that no training was required and that by increasing provisions the quality would increase. This is a first hand account of a barefoot doctor so holds great significance as is likely factually based. Jung Chang is also now living in the UK so has no influence by Chinese government censors making her statement ^{true} ~~here~~ to her beliefs^{*}. It is however written in 1991, several years later, this could mean her memory may have altered some of the facts. Furthermore this is only one person's experience and may not be true for all barefoot doctors, this allows both Sources to have uses but also drawbacks in how useful they may be as an inquiry of healthcare reforms in Mao's China. ^{*}and not likely influenced by any external sources, it is also written by her freely with the purpose only to educate others reducing her motive to falsify information increasing the source's use.



Exemplar 13 – Russia and the Soviet Union, Q1

Study Source A below and then answer Question 1.

Source A: A painting by a Russian artist, 1922. The painting shows Red Army soldiers requisitioning grain from peasants.



Question	
1	<p>Give two things you can infer from Source A about War Communism.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>War Communism disrupted the lives of peasants (1). On the right of the picture, peasants seem to be arguing with the soldiers (1).</i>• <i>The Red Army were prepared to use force to ensure grain was requisitioned (1). The Red Army soldiers are carrying weapons (1).</i>• <i>Peasants were reluctant to give up grain (1). It seems the peasants are being held back while Red Army soldiers are taking grain out of the house (1).</i> <p>Accept other appropriate alternatives.</p>	



Exemplar 13 – 4 marks

- 1 Give **two** things you can infer from Source A about War Communism.

Complete the table below to explain your answer.

(i) What I can infer:

The peasants disliked war communism.

Details in the source that tell me this:

The peasants look incredibly displeased by the requisitioning, implying how unfair and shocking it was.

(ii) What I can infer:

War communism was very brutal.

Details in the source that tell me this:

The Red Army soldiers carry rifles, implying that they need to be threatening.

(Total for Question 1 = 4 marks)



Exemplar 14 – Warfare and British society, Q2b

Source B: From an account written by R Simmons in 1994. The account was based on a diary he kept during the Second World War. Here he is recalling a V2 attack in January 1945. He was 15 years old at the time of the attack.

The destruction was complete. The V2 had fallen in the middle of the road, creating a large crater, and the houses had collapsed.

The rescue services were quickly organised. A team of people was allocated to each of the demolished houses. There were frequent calls for silence so that we could listen for trapped victims under the rubble. Being reasonably small, I was asked to crawl into one pile of wreckage because there was a little girl in the house. Her cries could be heard but a fire was starting to build up. A chain of rescuers began to remove the rubble while the firemen aimed their hoses at the fire. Eventually she was brought out only slightly cut and bruised.

Question	
2 (b)	<p>How could you follow up Source B to find out more about the difficulties in dealing with the effects of the German attacks on London? In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). A03: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>Detail in Source B that I would follow up: 'The rescue services were quickly organised'. (1)</i>• <i>Question I would ask: What rescue services would be involved after a bomb or missile attack? (1)</i> <p>(No mark for a question that is not linked to following up Source B, e.g. 'because it would be an interesting question to ask'.)</p> <p>Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>What type of source I would look for: Local Council records. (1)</i>• <i>How this might help answer my question: These would list bombs and attacks and provide details of how they were dealt with and which services were involved. (1)</i> <p>Accept other appropriate alternatives.</p>	



Exemplar 14 – 2 marks

(b) Study Source B.

How could you follow up Source B to find out more about the difficulties in dealing with the effects of German attacks on London?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source B that I would follow up:

'There were frequent calls for science so that we could listen for trapped victims under the rubble.'

Question I would ask:

How many victims found did not survive due to the significant damage?

What type of source I could use:

The type of source I could use is a newspaper or a photograph.

How this might help answer my question:

It could help answer my question as it would show the conditions families lived in during that time.

(Total for Question 2 = 12 marks)



Questions targeting AO4 interpretations

Exemplar 15 – Russia and the Soviet Union, Q3b and Q3c

Interpretation 1: From *The Impact of Stalin's Leadership in the USSR, 1924–41* by J Laver, published in 2008.

Women in the Soviet Union in the 1930s were expected to look after their children and homes as well as going to work. This was a struggle for many women, as there was not enough child care. Women were only valued for their role as workers. The numbers of women in important positions in the Communist Party and the government dropped in the 1930s.

Interpretation 2: From *Tsarist and Communist Russia 1855–1964* by S Waller, published in 2015.

In the 1930s, many married women continued to work. The number of female industrial workers grew enormously, with women making up 43 per cent of the industrial workforce by 1940. Large numbers of women worked on the collective farms. The number of women in education also doubled in the 1930s. A growth in the numbers of State nurseries and canteens, as well as more child clinics, all helped women to cope with work and family.

Exemplar 15, Q3b – 4 marks

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the experience of women in the Soviet Union under Stalin's rule. What is the main difference between these views? Explain your answer, using details from both interpretations. Target: Analysis of interpretations (how they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3–4	<ul style="list-style-type: none">The interpretations are analysed and a key difference of view is identified and supported from them.
Marking instructions Markers must apply the descriptors above in line with the general marking guidance (page 3).		
Indicative content guidance Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited. <ul style="list-style-type: none">A main difference is that Interpretation 1 emphasises the negative experience of women under Stalin's rule, with many having limited opportunities. Interpretation 2, on the other hand, suggests that the experience of women was positive, with employment opportunities increasing.		



(b) **Study Interpretations 1 and 2.**

They give different views about the experience of women in the Soviet Union under Stalin's rule.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

The main difference between these ~~views~~ interpretations is the way women were treated. Interpretation 1 says how "Women were only valued ~~as~~ for their role as workers" showing women being treated poorly. This differs to interpretation 2 where it says "The number of female industrial workers grew enormously" showing how women were treated positively, differing from interpretation 1.



Exemplar 15, Q3c – 4 marks

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the experience of women in the Soviet Union under Stalin's rule. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3–4	<ul style="list-style-type: none">An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.
Marking instructions Markers must apply the descriptors above in line with the general marking guidance (page 3).		
Indicative content guidance Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited. <ul style="list-style-type: none">The interpretations may differ because the authors have given weight to different sources. For example, Source C, which provides evidence of the positives for Russian women, provides some support for Interpretation 2, which stresses the gains women have made. Source B, which shows the hardships some women faced, provides some support for Interpretation 1, which shows the lack of progress for Soviet women.The interpretations may differ because the authors focus on different things. Interpretation 2 outlines the quantitative improvement in women's lives, whereas Interpretation 1 discusses the qualitative issues of the lives of women in Russia.They may differ because the authors have a different emphasis – Interpretation 1 is dealing with the experience of women as employees; Interpretation 2 is dealing with the experience of women more generally.		



(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the experience of women in the Soviet Union under Stalin's rule.

You **may** use Sources B and C to help explain your answer.

(4)

The interpretations may differ because the historians have used different sources. Interpretation 1 says how ~~women were only valued for their work~~ "The numbers of women in important positions...dropped" which is similar to where it says in Source B "The local party does not even have a women's organiser." In contrast, interpretation 2 says how "The number of women in education ~~also~~ also doubled" which is similar to where source C says "women are given the same rights to work, ... and to have rest, education and maternity pay."



Exemplar 16 – Weimar and Nazi Germany, Q3d

Sources/Interpretations for use with Section B.

Source B: From the *Organisation Book of the Nazi Party*, published during Nazi rule. This book set out the role and duties of officials in the Nazi Party. Here it lists the duties of officials who reported on the behaviour of people living in their local area.

It is your duty to identify people spreading rumours harmful to the Party. You should report them to your local Party Leader, so that these people can be reported to the government authorities.

You must support and defend National Socialist ideas.

You must continually remind Party members of their duties towards the people and the state.

It should be your aim that the sons and daughters of families within your area of housing become members of the various Nazi organisations, such as the Hitler Youth, SA, SS, and the German Labour Front, and that they attend Nazi meetings, rallies, celebrations.

Source C: A photograph published in a German newspaper in 1935. It was taken by Hitler's official photographer. The photograph shows Josef Goebbels, Hitler's Minister for Propaganda, making a radio broadcast. He is reading out Hitler's New Year message to the German people.





Interpretation 1: From *The Third Reich, A New History* by M Burleigh, published in 2000.

Goebbels, as Minister of Propaganda, aimed to spread Nazi ideas in a variety of subtle ways in daily life. For example, photographs in magazines showed the Führer laughing on the telephone or admiring cars on display at the Automobile Show. Radio broadcasts created an emotional tone, using fanfares and warlike music.

Mass rallies, such as those at Nuremberg, were a combination of popular celebration, military parade, political meeting and sacred ceremony. These rallies were spectacular, themed events, reflecting how the Nazi regime wished to see itself.

Interpretation 2: From *Coercion and Consent in Nazi Germany*, an article by R Evans, published in 2007.

The main technique used to create terror was the use of the law. It was against the law to belong to any political group apart from the Nazi Party. It was also illegal to tell jokes about Hitler and illegal to spread rumours about the Nazi government.

The police had the legal power to open people's letters and listen to phone calls. The police could also imprison people without trial. For example, in 1933, 100 000 people were imprisoned without a trial. New laws were passed to extend the use of the death penalty.



Question		
3 (d) How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933-39? Explain your answer, using both interpretations, and your knowledge of the historical context. Target: Analysis and evaluation of interpretations. A04: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.		
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5-8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9-12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13-16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2-3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.



Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the Nazis controlled the German people through legal coercion and the creation of a police state.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 explains that the police had legal powers to investigate and intimidate people.
- Interpretation 2 suggests that the state had wide-ranging powers to investigate people's attitudes and punish any signs of dissent.
- The Nazis systematically eliminated sources of potential opposition from other political parties, trade unions, the Churches and the army.
- The first concentration camp was opened at Dachau in March 1933.
- 'People's Courts' were set up in 1934 to try people accused of crimes against the state, showing that legal intimidation was a key element in Nazi control from the start.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 shows that Goebbels controlled information reaching the public through a range of media.
- Interpretation 1 illustrates the positive aspects of the Nazi regime that were presented to the people in propaganda.
- Goebbels' Ministry of Propaganda controlled aspects of culture, such as the theatre, films, literature, music etc.
- Nazi propaganda targeted various groups in society in order to portray Nazi rule as beneficial, and celebrated achievements, such as in the economy and the Berlin Olympics, in order to maintain popular support.
- Ownership of radio sets dramatically increased during the 1930s.



Exemplar 16 – 15 marks + 4 SPaG

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

- (d) How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933–39?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

(16)

I agree with Interpretation 2 to a large extent. I know that Hitler introduced a variety of laws and practices in order to keep control. When considering the phrase "the police could also imprison people without trial", I know from my own knowledge that Hitler abolished trial by jury, instead he left the decisions up to the judges who were forced to join the Nationalist Socialist League for the maintenance of the law if they wanted to continue practising. One judge, Roland Freisler was renowned for his trials, 90% of the defendants who faced trial before him received the death penalty. Moreover, in some cases, Hitler took it upon himself to decide the subject's penalty. This shows that the law had a huge part in controlling people. I also agree with Interpretation 2 when considering the impact of the law on banning political parties, as seen through "it was against the law to belong to any political party". In 1933, Hitler began by banning the communist party before banning all other parties except for the NSDAP. He ransacked SPD offices, destroying their contents and confiscating

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their funds. Therefore, it is clear that the law played a major role in allowing him to control people and parties, consequently allowing the Nazi party to gain more support. Arguably, the most significant example of Hitler using the law as a means of control was the Enabling Act in 1933 which was later passed again in 1937. This Act allowed him to propose laws that would override the Weimar constitution, essentially allowing him to create any law, giving him complete control over the German people.

However, there may be certain aspects of Interpretation 2 that force me to only partially agree with its sentiments. It may be argued that law was not used to completely control the German people and that it instead was a facade for Hitler to arrest those he simply saw as undesirable. Therefore, it may be argued that the main way of controlling people was by simply using brute force.

I know that 150,000 people were put under protective arrest in 1933 showing that Hitler simply used force and ~~did~~ did not consider the law.



perhaps, Interpretation 1 holds greater weight when considering how the Nazis achieved control. I partially agree with the sentiments of Interpretation 1, notably the phrase "Mass rallies, such as those at Nuremberg".

From my own knowledge I know that the Nuremberg rallies were attended by 200,000 people, with 20,000 flags and 130 anti-aircraft lights, it was a spectacle for all.

This allowed the Nazis to exert control by suggesting that this well-organized and grand event represented the success the Nazi Party brought. Perhaps it was a way to almost deceive its supporters, shining a light on its grandeur and hiding them from their harsh and ~~the~~ totalitarian laws. Furthermore, control was also exerted by the arts, notably magazines and literature. The interpretation needs "photographs in magazines". From my own knowledge, I know that Goebbels had control over these creative outlets, subsequently controlling the attitudes and viewpoints of the German people. He would provide briefings on what journalists could and couldn't publish. I know that a total of 1,600 newspapers were banned. Therefore I agree that the arts were a significant way in which the Nazis controlled the German people.

However, it may be argued that there ~~was~~ did



forms of propaganda did not actually allow people to be controlled, instead it simply influenced. I know that foreign attitudes could still be accessed such as the Swing Youth importing American records. Therefore, perhaps the greater means of control were the military forces of the Nazi Party such as the SA and the SS. The SA numbered 6 million and were renowned for their terror such as their brutal actions on ~~the~~ Kristallnacht where one threw an 18 year old man out of a window. The SS were also a way of extreme control, numbering 240,000 and acting as Hitler's personal bodyguards. The SD were in charge of removing opposition, governed by Heydrich. Therefore perhaps the police State was more effective in granting Nazis control.

Ultimately, I would agree with Interpretation 2 as I believe that the laws Hitler introduced granted complete control. This is evident through his introduction of the 'People's court' and changing the law so that the actions of his SA, SS and SD were excused. Although the propaganda techniques in Interpretation 1 gave the Nazis influence, it was the law that ensured that people expressed these attitudes and influences.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS

TOTAL FOR PAPER = 52 MARKS