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Exemplars
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study







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Introduction

This exemplar booklet has been created using student responses from the summer 2019 examination in GCSE History, Paper 3 modern depth study. This booklet covers:

- Russia and the Soviet Union, 1917-41 (1H10/30)
- Weimar and Nazi Germany, 1918–39 (1H10/31)
- Mao's China, 1945–76 (1H10/32)
- The USA 1954–75: conflict at home and abroad (1H10/33).

The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment.

Paper 3 is divided into:

- Section A – Q1–2
- Section B – Q3.

The examination paper:

- is 1 hour and 20 minutes in duration
- is marked out of 52 marks
- is worth 30% of the qualification
- covers AO1, AO2, AO3 and AO4. There are also four marks awarded for SPaGST.

The structure of the question paper is as follows:

	Total marks	AO	Question description	Example question stem
Section A				
1	4	AO3	Making inferences from sources	Give two things you can infer from Source A about...
2	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
Section B				
3(a)	8	AO3	Evaluation of source utility	How useful are Sources B and C for an enquiry into...?
3(b)	4	AO4	Analysis of interpretations for difference of view	What is the main difference between the views?
3(c)	4	AO4	Explanation of a reason for a difference of view	Suggest one reason why Interpretations 1 and 2 give different views about...
3(d)	16 + 4 SPaG	AO4	Evaluation of a historical interpretation	How far do you agree with Interpretation [1/2] about...?



The question papers provide answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space).

Structured space is provided for Q1, and stimulus points are provided for Q2 to help candidates to link the question asked with the material they have studied. However, students do not have to use the stimulus material provided.

The question papers, mark schemes and examiner reports for Paper 3 for this series can be found on the Edexcel website [here](#).

The exemplars in this file first appeared in the Paper 3 pre-recorded feedback event. The event, with full sets of the exemplars from the four options, is available on the Edexcel website [here](#).

Assessment Objectives

AO1 35%	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2 35%	Explain and analyse historical events and periods studied using second-order historical concepts*.
AO3 15%	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4 15%	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The average marks on each question across the four options was:

	Total	30	31	32	33
Q1	4	2.88	2.84	3.09	2.98
Q2	12	7.55	5.97	5.81	4.88
Q3a	8	4.72	3.97	4.32	3.88
Q3b	4	3.41	3.07	2.90	2.73
Q3c	4	1.83	1.67	1.70	1.44
Q3d	16	8.47	6.48	7.17	6.51
Q3d SPaG	4	3.16	2.41	2.39	2.45
Total	52	32.02	26.41	27.38	24.87



Question 1

Question overview

This question requires candidates to make supported inferences related to a specific enquiry.

Option 31 (Weimar and Nazi Germany)

In the June 2019 series the enquiry on this paper was into the reasons for the early development of the Nazi Party.

Most candidates were able to provide two supported inferences about the early development of the Nazi Party. No marks were awarded for inferences which merely paraphrased the source or ignored the focus of the enquiry.

Question and mark scheme

Question	
1	Give two things you can infer from Source A about the early development of the Nazi Party. Target: Source analysis (making inferences). A03: 4 marks.
Marking instructions	
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. e.g. <ul style="list-style-type: none">• <i>The Party grew because of personal recommendations (1). It says 'I introduced all my army friends to the Party' (1).</i>• <i>The introduction of the Party programme led to a large growth in popularity (1). 'From that day on the Party membership began to increase' (1).</i>• <i>Adolf Hitler had to work hard to take control of the movement (1). Hitler became leader 'after overcoming his opponents within the Party' (1).</i> Accept other appropriate alternatives.	



Candidate A

- 1 Give **two** things you can infer from Source A about the early development of the Nazi Party.

Complete the table below to explain your answer.

<p>(i) What I can infer:</p> <p>It was hard to find supporters in the early days of the German workers' party.</p> <p>Details in the source that tell me this:</p> <p>He 'introduced all my army friends' and that was how 'we built up' in the early days.</p> <p>(ii) What I can infer:</p> <p>The 25 point programme attracted 100's of support.</p> <p>Details in the source that tell me this:</p> <p>He says 'From that day on, the party membership began to increase...'</p>
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(Total for Question 1 = 4 marks)

Examiner commentary

This response was awarded 4 marks.

The candidate has provided valid inferences with support from the source. The first and second inferences are both valid and have appropriate support from the source.

The second mark for each inference was gained by identifying the part of the source on which the inference was based.



Candidate B

- 1 Give **two** things you can infer from Source A about the early development of the Nazi Party.

Complete the table below to explain your answer.

<p>(i) What I can infer:</p> <p>Party increased loads.</p>
<p>Details in the source that tell me this:</p> <p>Party membership began to increase so much that we had to move the meetings to larger venues.</p>
<p>(ii) What I can infer:</p> <p>Adolf was selected as the first leader of the workers party.</p>
<p>Details in the source that tell me this:</p> <p>Adolf Hitler was elected the first leader of the renamed National Socialist German Workers' Party.</p>

(Total for Question 1 = 4 marks)

Examiner commentary

This response was awarded 2 marks.

The first inference did gain credit – even though it is written in quite informal language – as it does give a sense of the scale or speed of growth in numbers, but the second inference was not credited.

Essentially, the second attempted inference is simply comprehension of the source and does not meet the question target. If an attempted inference is not valid, then a mark cannot be awarded for the supporting information.



Question 2

Question overview

This question requires extended writing, demonstrating the skill of analysis, supported by relevant factual detail (AO1/AO2).

Option 33 (The USA)

Question 2 is always a causation question asking 'Explain why'. In the June 2019 series, this was on why the US involvement in the Vietnam War changed under President Nixon.

It is important that candidates respond to the specific question set. In this case many candidates approached this question by describing the provided stimulus material rather than focusing on why involvement changed. Candidates do not need to prioritise factors, since they are not required to make a judgement.

Question and mark scheme

Question		
2		<p>Explain why US involvement in the Vietnam War changed under President Nixon.</p> <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"> • Vietnamisation • bombing of North Vietnam <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<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]
2	4–6	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</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 middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

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:

- The US army found itself in a position of stalemate so Vietnamisation was introduced to make the South Vietnamese Army more responsible for the fighting.
- The bombing of North Vietnam in 1972 was supposed to place extra pressure on the North Vietnamese to accept peace terms.
- In order to gain support in the 1968 presidential election, Nixon had made a pledge of 'peace with honor', which would require the withdrawal of American soldiers.
- Nixon needed to keep pressure on North Vietnam so he ordered the secret invasion of Cambodia in 1970 to take away safe havens for the NVA.
- President Nixon wanted to reduce American military commitments across the world as set out in the Nixon Doctrine in 1969.
- Nixon was under pressure from protests at home to de-escalate US involvement in the war.



Candidate A

2 Explain why US involvement in the Vietnam War changed under President Nixon.

(12)

You may use the following in your answer:

- Vietnamisation
 - bombing of North Vietnam
 - March on Washington
- You **must** also use information of your own.

One reason US involvement in the Vietnam war changed under President Nixon is because of the Nixon Doctrine. President Nixon introduced a policy called 'Vietnamisation'. This meant US troops would be replaced by trained Vietnamese fighters. This was important because the US needed to look strong. So the gradual removal of troops allowed them to look strong even though they had spent billions on the war.

Another reason US involvement in the Vietnam war changed under President Nixon was because of his bombing campaigns in North Vietnam. He targeted major harbours, ports and transport links to reduce Communist threat. However, this risked US Soviet relations deteriorating which was not good because the Soviets were within nuclear strike range. As a result the US had to become less involved rather than risk nuclear war.

In addition, US involvement in the Vietnam war changed under President Nixon because of the unrest in the United States. Many large protests were taking place like the March on Washington which had 900,000 supporters. This meant that Nixon had to



reduce US involvement because it made the US look bad to the world if Nixon's nation was protesting. As a result the US had to reduce involvement to please the nation and look strong to the world. Therefore a reduction in involvement under Nixon.

In Conclusion, US involvement in the Vietnam war changed under President Nixon for many reasons from both home and abroad including the cost of the war to the US economy which eventually led to the US having to change their involvement in Vietnam.

Examiner commentary

This response was awarded Level 2 - 8 marks.

AO2 – an explanation is given showing limited analysis, but a line of reasoning is not sustained. The answer tends to focus on how the involvement changed, rather than why (L2).

AO1 – accurate and relevant information included showing good knowledge and understanding of the period (L3 secure).

Overall 'best-fit' mark Level 2 – 8 marks. The answer has achieved Level 2 in both AOs and Level 3 securely in AO1, so the best fit is 8 marks.



Option 31 (Weimar and Nazi Germany)

In the June 2019 series, this question was on why the Nazis were able to create a police state in the years 1933–39.

It is important that candidates respond to the specific question set. Some candidates approached this question by considering the general Nazi approach to political control without linking this information to the formation of a police state. Candidates do not need to prioritise factors, since they are not required to make a judgement.

Question and mark scheme

- 2 Explain why the Nazis were able to create a police state in the years 1933–39.

(12)

You may use the following in your answer:

- concentration camps
- law courts

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

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 middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

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:

- Emergency powers allowed the Nazis to place political opponents in concentration camps.
- The Nazis were able to establish a police state because they had support from sympathetic judges who served in the law courts.
- Only limited evidence was required to bring cases to the People's Court, which was set up in 1934.
- The Enabling Act allowed the Nazis to create a one-party state.
- The wide-ranging powers of the Gestapo gave the Nazis the ability to create the police state. They had the right to search without warrants and to detain and torture suspects without trial.
- Fear created by the use of the SD prevented the German people from resisting the rise of the police state.



Candidate B

2 Explain why the Nazis were able to create a police state in the years 1933–39.

(12)

You may use the following in your answer:

- concentration camps
- law courts

You **must** also use information of your own. (SD & SS)

The Nazis were able to create a police state because of concentration camps. Many people who opposed the Nazis and Hitler including priests and political + rivalry or opponents were successful sent to camps. The people in concentration camps were coded with little flags or triangles of colour that stood for what they were. ~~Members of the SD~~ Concentration camps were effective because it limited threats to Hitler ~~is~~ and the Nazis. This shows how the Nazis were able to create a police state as they took charge of opposition and arrested threats



so Hitler's visions had a clearer path.

Another reason is because of the SD and SS. Both run by Himmler, the SD ^{was the} ~~were~~ intelligence who were the only ones allowed to arrest opposition and send to concentration camps without trial. The SS were a group of Nazis who were mainly used to intimidate opposition, ~~and~~ ~~and~~ ~~and~~ This creates a police state as both the SS and SD could remove opposition and convince people to follow Hitler's expectations, almost providing an army.

A final way is law courts. All judges had to sign an oath to Hitler and the ~~majority~~ of judges had to have Nazi views. Judges had to agree with Hitler and show loyalty to him in



court. Doing this, meant that Hitler's views ~~as~~ were strongly presented in court. ~~and~~ This creates a police state because Hitler used the judges to almost represent his decisions and views and this meant Hitler could ~~to~~ express his Nazi ideas through judges.

Examiner commentary

This response was awarded Level 3 - 9 marks.

The analysis is mainly directed at the focus of the question and the line of reason is generally sustained and is placed in Level 3 for AO2.

The knowledge goes beyond the stimulus points and is good, rather than wide-ranging and, again, is placed in Level 3 for AO1.

The answer securely achieves both elements of Level 3 so a mark at the top of the Level must be awarded – 9 marks.



Option 30 (Russia and the Soviet Union)

Question 2 is always a causation question asking 'Explain why'. In the June 2019 paper, this was on why there was a revolution in February 1917.

It is important that candidates respond to the specific question set. Many candidates approached this question without considering the specifics of February 1917, as stated in the question. Candidates do not need to prioritise factors, since they are not required to make a judgement.

Question and mark scheme

2 Explain why there was a revolution in Russia in February 1917.

(12)

You may use the following in your answer:

- living standards
- the First World War

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

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 middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

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:

- Living standards in the countryside were very poor and the pressures produced by the demands of the army for food and soldiers made conditions worse, encouraging support for change.
- The overcrowded, squalid living standards in towns encouraged discontent, pushing people towards support for more radical groups.
- By 1917 the failure in the war was blamed on the Tsar, increasing discontent with his rule.
- There was a lack of strong political leadership. The absence of the Tsar led to the Tsarina taking control of government. Her inability to take advice from the right people led to chaos.
- The industrial strikes of February 1917 put increased pressure on the Tsarist government.
- The army mutiny triggered the abdication of the Tsar who could no longer enforce his rule.



Candidate C

2 Explain why there was a revolution in Russia in February 1917.

(12)

You may use the following in your answer:

- living standards
- the First World War

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

In February 1917 the Tsar was in Power. At this point he had gone to be chief commander in world war one and had left the Tsarina, alongside Rasputin, to be in charge.

Rasputin had a strong influence on Tsarina and ended up ruling Russia alone mainly.

The reason why the Tsar let Rasputin help rule Russia was because he had helped his son become better from this illness.

With Rasputin in charge it had a negative impact on Russia. The citizens of Russia didn't like the way he ruled Russia and didn't like being run under a dictatorship so they went on strike to try and change thing.

At this time the living standards were bad for the peasants, which most of Russia was made up of. The rich and poor were segregated and the poor were treated poorly, they had very minimal food and the Tsar didn't care about them. Also women were not able to work if they had children because



they had to look after them and there wasn't any place they could leave their children.

The people of Russia wanted to improve their living standards so on international women's day more men and women joined the strike. The Tsar told the military to forcefully end it but a lot of them didn't want to get involved.

This strike was so powerful that it then led to the Tsar ~~exit~~ abdicating and the provisional government taking over.

I think the main reason for the February revolution was living standards because even though the First World War caused the Tsar to leave Rasputin in charge and cause chaos, something was eventually bound to happen because of their living standards.

The living standards were so poor and unacceptable for the poor peasants and ~~they~~ something would of happened sooner or later ~~eventually~~ ~~into~~ about living standards.

Examiner Commentary

This response was awarded Level 3 - 7 marks.

AO2 – There is evidence of explanation with some analysis mainly directed at the conceptual focus. The line of reasoning generally sustained, though this mainly comes at the end (L3 weak).

AO1 – There is accurate and relevant information included showing some knowledge and understanding of the period. Quite a lot of information about generalised discontent rather than reasons for the revolution breaking out in February 1917 (L2 secure).

The candidate has achieved Level 2 for both AOs and has also achieved Level 3 for AO2, albeit weakly. Overall this response is a 'best-fit' Level 3 – 7 marks.



Question 3(a)

Question overview

Questions 3a–3d form a package in the form of an enquiry that assesses AO3 and AO4.

It should be remembered that question 3(a) asks about the usefulness of each source, not how reliable they are; unreliable content can still be useful. The three elements of source content, provenance and own knowledge should be considered in the process of making an overall judgement about the usefulness of each source. There is no requirement to compare the sources and no marks are available to reward such comparisons. Levels are decided for each source then the principles of 'best fit' are applied overall.

Option 31 (Weimar and Nazi Germany)

In the June 2019 paper, the enquiry was about the achievements of Nazi policies towards women.

Question and mark scheme

Question		
3 (a)		How useful are Sources B and C for an enquiry into Nazi policies towards women? 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.



Notes

1. Provenance = nature, origin, purpose

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.

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.

Source B

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

- The source shows that the Nazi leadership wanted women and men to have different roles in life.
- It shows that the primary role assigned to women was motherhood because the Nazis were concerned about falling birth rates.
- It states that the Nazis believed mothers were responsible for the future of the nation.

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:

- The speech was made by one of Hitler's closest associates so it is likely to represent an accurate view of Nazi policy.
- This source reflects Nazi policy at the start of their regime in 1933, so it indicates the importance of this policy.
- Goebbels was in charge of Nazi propaganda so he is trying to convince women to follow Nazi policy.

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

- The focus of Nazi policy was on encouraging women to focus their lives on 'Kinder, Küche and Kirche.'

- The Nazis created a range of organisations that helped women to learn about domestic skills such as cooking.
- The League of German Maidens prepared German girls for their role as mothers.

Source C

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

- It provides evidence that in 1938 there were women in the workplace.
- It shows that women worked in industry.
- The source shows that women were involved in manual work.

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:

- This photograph is not obviously staged and appears to capture a real situation.
- This is a photograph taken in one industrial city so it might not reflect the situation in other areas or sectors of employment.

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

- The growing economy meant that by the end of the period women were needed to work where there were labour shortages, especially when Germany was preparing for war.
- The Nazis had removed most women from professional roles but many still worked in unskilled jobs.



Candidate A

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 Nazi policies towards women?

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

NOPCC (8)

Source ~~B~~ B is primarily useful as it shows the nature of the Nazi party towards women. It is an extract from a speech by Goebbels who was in the Nazi senior leadership in 1933 at the time when the Nazis passed laws banning women from professional jobs. The purpose of this extract was for the German people to realise the Nazi view of women being the homebuilders and child producers for a greater Germany as it says 'It is her most glorious duty to give children to her people and nation'. From my own knowledge I know that birth rates in ~~1933~~ 1936 were 20% up from birth rates in 1933 so from this I can tell that the Nazi policies were based on child producing. This source may be unreliable as it is biased towards the view of the Nazis as it was written by a leading Nazi. For this reason the source is primarily useful as it shows directly the Nazi policies towards women, however it does not show the success of these policies and it may be biased.

Source C is primarily useful as it shows women carrying out skilled labour jobs at an industrial level which was directly against the Nazi view of the women's most suitable place is in the family. It is taken by an unknown photographer so we do not know if the photo



paper was opinionised in any way, as a photo it is also unreliable as it is not place specific and may not be representative of Germany. At the time in Germany the female workforce would not have been at 26% and the photo makes no mention of specific Nazi party policies. For these reasons it is only partially useful as whilst it gives us what sort of work women would have carried out during the period of 1938 it makes no mention of Nazi policies or the success of them.

Examiner commentary

This response was awarded Level 3 - 7 marks.

Source B

The judgement based takes into account how the provenance affects the usefulness of the source content (L3) and the source is analysed to support reasoning about its utility (L3). In addition, the contextual knowledge used in the process of interpreting the source is placed in Level 3.

Source C

The candidate begins to examine how the provenance affects the usefulness of the content (L3 weak). There is some analysis of the content to support comments on utility but focus on what is missing does not advance points being made (L3 weak). The contextual knowledge is used directly to support a comment on the utility of the source, with some attempt to use it to interpret the source (L2).

Overall this response is a 'best-fit' Level 3 – 7 marks.



Option 33 (The USA)

In the June 2019 paper, the enquiry was about the achievements of the civil rights movement in the years 1960–65.

Question and mark scheme

Question		
3 (a)		How useful are Sources B and C for an enquiry into the achievements of the civil rights movement in the years 1960-65? Target: Analysis and evaluation of source utility. AO3: 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.



Notes

1. Provenance = nature, origin, purpose

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.

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.

Source B

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

- The source suggests that the signing of the Civil Rights Act (1964) was a major event and that both King and Johnson were proud of this achievement.
- By presenting Martin Luther King with the pen, Johnson showed he wanted the contribution of the civil rights movement to be recognised in shaping the Civil Rights Act (1964).

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:

- The fact that this picture was published on the front pages of several US newspapers helps to show the significance of the Civil Rights Act (1964).
- The photograph is not obviously staged – nobody is facing the camera and it seems to capture a conversation taking place.

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

- Although King and Johnson often had disagreements, King believed that Johnson understood the civil rights issue very well. Johnson used his experience in Congress to pass the Civil Rights Act (1964).
- The Civil Rights Act (1964) brought an end to some aspects of discrimination and segregation. However, there were still unresolved issues for the civil rights movement such as voting rights.

Source C

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

- The source shows how strong the opposition was to black Americans gaining the vote, for example describing the violent actions of the state police.
- The source details the bravery of the protesters who were aiming to be able to register to vote.
- The source shows how the civil rights protests at Selma made Johnson decide to introduce the Voting Rights Act of 1965.

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:

- Lewis was a civil rights activist who might have wanted to highlight the violence of the police to show how hard the struggle had been to bring about the change in voting rights.
- Lewis was being interviewed many years after the event so he had the benefit of knowing that voting reform soon followed and, therefore, might have placed too much significance on the protests.
- Lewis was badly injured during the event and he even admits that he finds it hard to remember what happened.

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

- Only 2% of blacks in Alabama had been able to register to vote, which led to these major protests.
- On Bloody Sunday in 1965, protestors refused to disperse when asked to do so at the Edmund Pettus Bridge and were attacked with clubs and chased by mounted police.



Candidate B

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 the achievements of the civil rights movement in the years 1960-65?

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

(8)

source B is ^{moderately}~~moderately~~ use full for an enquiry into the achievements of the civil rights movements. I think this because we can see how close a black american is to the president (martin luther king) and king is surrounded by white people, who look fo be happy that king is with them. This shows that the achievements in civil rights are high) as ~~the~~ king is being handed a pen to sign the new de-segregated laws. This source shows a long term success.

Source c is ^{very}~~moderately~~ useful as it shows that altho laws were being passed, white americans were still extremely angry and violent towards the black Americans. This show that the source is usefule because it shows us that laws were being passed (voting writes) but the white Americans were still extremely violent as the black American was



was knocked out.

overall I think that source C is much more useful because from my own knowledge, I know that laws were passed but the white Americans didn't care, they were still violent and cruel to the black Americans. I also think source C is much more useful as it has a larger long term effect, it shows multiple laws were passed for black civil rights and those laws still exist today.

Examiner commentary

This response was awarded Level 2 - 4 marks.

Source B

The judgement based on content (L2) and there is comprehension and some analysis shown by selection of material to support comments on utility (L2 weak). There is limited contextual knowledge deployed with links to the sources (L1 weak).

Source C

The candidate uses simple judgement on utility given which is supported by undeveloped comment on the content of the source (L1). There is simple comprehension shown by the selection and use of material to support comments on their utility (L1). There is limited contextual knowledge deployed with links to the sources (L1).

Overall 'best-fit' mark Level 2 – 4 marks. The answer has to be Level 2 as there are some Level 2 elements awarded, but it is mid-Level 2.



Option 30 (Russia)

In the June 2019 paper, the enquiry is about the achievements of the Five-Year Plans.

Question and mark scheme

Question		
3 (a)		How useful are Sources B and C for an enquiry into the achievements of the Five-Year Plans? Target: Analysis and evaluation of source utility. AO3: 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.



Notes

1. Provenance = nature, origin, purpose

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.

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.

Source B

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

- The source indicates that factories had been built and cars were being produced.
- The source indicates that targets were set for workers and suggests only Stakhanovites achieved these targets.
- It states that not all of the products made in the factory were usable.

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 an outsider from Britain, the author may be giving a frank view of what he observed in the factory.
- As a communist, the author would have no reason to exaggerate the problems.

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

- Stakhanovites were used to encourage other workers to increase their productivity.

- Targets were set centrally by Gosplan and it was expected that the production targets would be met.

Source C

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

- The source shows the factories in the newly-built city of Magnitogorsk, suggesting the expansion of industry.
- It is useful because it shows vehicles coming out for the factory, suggesting the plant is working well.
- The size of the buildings suggests the scale of achievement of the Five-Year Plans.

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:

- The source is useful as a record of the building work that had been achieved by the mid-1930s.
- The source, as an official propaganda photograph, may have exaggerated the scale of the achievements in Magnitogorsk.

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

- The city of Magnitogorsk contained the largest plant in the Soviet Union; it had been built from scratch during the First Five-Year Plan.
- The living and working conditions for the workers were very poor with few permanent buildings and huge pressure to achieve targets.



Candidate C

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 the achievements of the Five-Year Plans?

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

(8)

Source B is quite useful at telling us about the achievements of the 5 year plans. It states that there were "endless piles of scrap metal". This implied the increase in ~~steel~~ mining and steel production that came with the 5 year plan, as there are ^{many} ~~great~~ quantities in the ~~booklet~~ one plant Copeman visited. Source B also ~~is~~ tells us that many of the ~~cars~~ cars ~~are~~ "could not be started", which suggests the manufacturing approach Stalin took when beginning of the ~~5 year~~ first 5 year plan (namely ~~of~~ quantity over quality). This can be seen given that the equipment being ~~produced~~ produced is clearly faulty. It also explains the Stakhanovite ~~work~~ movement (as Copeman was "taken to meet one") which was introduced and publicized by Stalin ^{to} increase the work that people put in. ~~The~~ ^{statement} ~~statement~~ that "most flags, however, were not raised" also shows that ~~many~~ many of the quotas set as part of the 5 year plan were extraordinarily high, to encourage harder work.

The provenance of source A & B seems sound as - despite being "a member of the British communist party" Gopman is quite critical of ^{the 5 year plan} ~~the 5 year plan~~ ~~the 5 year plan~~ and the soviet union. This suggests the source hasn't been coloured by his own political views (which we would expect would make him quite positive about ~~the~~ the USSR).

Source C is only partially useful for an enquiry into the ~~achievement~~ achievements of the 5 year plan. The photograph ^{shows} ~~shows~~ the ^{industrial} ~~industrial~~ city of ~~the~~ Magnitogorsk. ~~with~~ This shows us the rapid industrialization that occurred as a result of the 5 year plans as we can see huge networks of factory equipment and machinery. However, Magnitogorsk was not ~~just~~ the ~~same~~ same as everywhere else. In fact, many cities (particularly ^{in the} ~~in the~~ East) were very underdeveloped, and looked nothing like ~~the~~ ~~the~~ ~~the~~ the image displayed. The provenance of the source makes it ~~sound~~ ~~sound~~ less useful as it was taken by the soviet government and was doubtless intended for propaganda and so ~~opposite~~ it doesn't give us a great indication of the achievements of the 5 year plans. On balance, sources B and C are somewhat useful for an enquiry into ~~the~~ the achievements of the 5 year plans.



Examiner commentary

This response was awarded Level 3 - 8 marks.

Source B

The judgement is based on typicality showing how the provenance affects the utility of the content (L3) and the source is analysed to support reasoning about its utility (L3). Contextual knowledge used directly to support comments on the usefulness of the content of the source (L3).

Source C

The judgement shows how the provenance affects the utility of the content (L3) and the source is analysed to support reasoning about its utility (L3). Contextual knowledge used directly to support comments on the usefulness of the content of the source (L3).

Overall 'best-fit' Level 3 – 8 marks.



Question 3(b)

Question overview

This question is designed to allow students to demonstrate an understanding of how interpretations differ.

Option 31 (Weimar and Nazi Germany)

In the June 2019 paper, the candidates were asked to state the main difference between the views in the interpretations about Nazi policies towards women.

The vast majority of candidates identified a difference and supported it with detail from each interpretation.

Question and mark scheme

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about Nazi policies towards women. What is the main difference between the 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 suggests that Nazi policy towards women was not successful because more women were employed. Interpretation 2 suggests that Nazi policy towards women was successful because they were forced out of employment to focus on having families.		



Candidate A

(b) Study Interpretations 1 and 2. They give different views about Nazi policies towards women.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Interpretation 1 suggests that the Nazi policies towards women working were unsuccessful and that 'the number of women in all types of jobs increased.' However, on the other hand, interpretation 2 states that the Nazi policies towards women's employment were very successful and that 'many female doctors and civil servants were sacked'

Examiner commentary

This response was awarded Level 2 - 4 marks.

The candidate achieves full marks as they state a difference and provide support for this from the interpretations.



Option 32 (Mao's China)

In the June 2019 paper, the candidates were asked to state the main difference between the views in the interpretations about the effects of the Cultural Revolution.

The vast majority of candidates identified a difference and supported it with detail from each interpretation.

Question and mark scheme

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the effects of the Cultural Revolution. What is the main difference between the 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 social and economic effects on the people of China, e.g. 1 million people killed. Interpretation 2, on the other hand, emphasises the political effect the Cultural Revolution had on the position of Mao which was described as 'unchallenged'.		



Candidate B

(b) Study Interpretations 1 and 2. They give different views about the effects of the Cultural Revolution.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

In interpretation 1 it shows how Mao has lost control of the cultural revolution, this is because the Red Guards formed different factions and many people were killed. This shows Mao had lost power as many people didn't believe in him anymore.

This differs from interpretation 2 as in this interpretation it is shown that Mao still has unchallenged power. This is due to the fact that Mao purged people he didn't like and promoted people that were devoted to him. This shows he had complete control over the CCP as no one else in the party has the power to do that.

Examiner commentary

This response was awarded Level 2 - 4 marks.

The candidate achieves full marks as they state a difference and provide support for this from the interpretations.



Question 3(c)

Question overview

In question 3(c) candidates are expected to suggest one reason for the differences in view identified in 3(b). Merely repeating the answer given for 3(b) does not address the conceptual focus of 3(c).

Candidates need to suggest a reason for the difference. This may be the weight given to different sources by, or the approach of (e.g. political or social), the historian. If the candidate is able to substantiate this suggestion, then the answer can be awarded full marks. Better responses often used Sources B and C to explain effectively.

Option 30 (Russia)

Question and mark scheme

Question		
3 (c)		<p>Suggest one reason why Interpretations 1 and 2 give different views about the achievements of the Five-Year Plans. You may use Sources B and C to help explain your answer.</p> <p>Target: Analysis of interpretations (why they differ). AO4: 4 marks.</p>
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.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</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. 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.</p> <ul style="list-style-type: none"> The interpretations may differ because they have given weight to different sources. For example, Source B provides some support for Interpretation 1, which stresses the limitations of the Plans, while Source C provides some support for Interpretation 2, which emphasises the huge achievements in terms of industrial development. The interpretations may differ because they have different perspectives – Interpretation 1 has a focus on the social impact, Interpretation 2 focuses on economic achievements. They may differ because the authors have chosen to place an emphasis on different details – Interpretation 2 is dealing with the number of the achievements of the Five-Year Plans; Interpretation 1 is dealing with the problems associated with the quality of the achievements. 		



Candidate A

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the achievements of the Five-Year Plans.

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

(4)

~~Interpretation~~ The interpretations may be different because they give weight to different sources. Interpretation 1 describes the poor quality goods "huge amounts of pig-iron were found to be unusable" which correlates to Source B which describes the "endless piles of scrap metal". Similarly, ~~the~~ Interpretation 2 ~~describes~~ discusses ~~gives~~ the achievements as it says "new city of Magnitogorsk" ... thriving industrial city" ~~which~~ and Magnitogorsk in Source C is shown to be a successful industrial city.

Examiner Commentary

This response was awarded Level 2 - 4 marks.

The candidate full marks as they provided an explanation of a reason for the difference in view. In this case, the reason was that the authors had given weight to different evidence. It also substantiated this explanation with examples from the sources.



Option 31 (Weimar and Nazi Germany)

Question and mark scheme

Question		
3 (c)		
Suggest one reason why Interpretations 1 and 2 give different views about Nazi policies towards women. 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 they have given weight to different sources. For example, Source C provides some support for Interpretation 1, which suggests that the Nazis had to accept that women worked in order to fill labour shortages. On the other hand, Source B provides some support for Interpretation 2 by stating that the clear aim of Nazi policy was for women to bring up children.The interpretations may differ because the authors have chosen to place an emphasis on different details. Interpretation 1 is dealing with the practical realities of a growing economy; Interpretation 2 emphasises Hitler's ideological aim in setting policy for women to have children instead of working.They may differ because they are written from different perspectives – Interpretation 1 is dealing with the regime's economic policy; Interpretation 2 is dealing with the regime's original policy aims towards women.		



Candidate B

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi policies towards women.

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

(4)

The reason why ~~the~~ the Interpretations differ is because they give weight to different sources. Interpretation 1 focuses on evidence from Source C, however Interpretation 2 focuses on evidence from Source B.

Examiner commentary

This response was awarded Level 1 - 2 marks.

The candidate provides an explanation for difference in view. In this case, the reason was that the authors had given weight to different sources. However, the candidate has not provided the effective substantiation required for Level 2 marks.



Question 3(d)

Question overview

Question 3(d) assesses AO4 analysis and evaluation of interpretations. The mark scheme Level Descriptors have three strands:

- evaluation and judgement of the given interpretation
- analysis of the provided material, i.e. the 2 interpretations
- deployment of contextual knowledge to support the evaluation.

Option 31 (Weimar and Nazi Germany)

Question and mark scheme

Question		
3 (d)		How far do you agree with Interpretation 2 about Nazi policies towards women? Explain your answer, using both interpretations, and your knowledge of the historical context. Target: Analysis and evaluation of interpretations. AO4: 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 Nazi policy towards women was successful in taking women away from the workplace and keeping them at home.

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

- Interpretation 2 states that Nazi policy was to encourage women to focus on domestic life and that there was no reason why women should go to work.
- Interpretation 2 shows that Nazi policy led to professional women losing their jobs.
- The full amount of the loans provided under the Law for the Encouragement of Marriage would be paid off if a married woman left work and had at least four children.
- The Nazi regime was concerned about the low birth rate and so encouraged women to become mothers. Many women had large families.
- Women's organisations such as the National Socialist Womanhood were established to promote Nazi policies of motherhood and marriage – it had 2.8 million members.

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

- Interpretation 1 shows that the economic recovery meant that there were shortages of workers and that women were required to fill these vacancies.
- Interpretation 1 suggests that Nazi policies aimed at keeping women at home failed.
- In 1937 the Nazis withdrew the loan scheme aimed at encouraging women to stay at home.
- Once the economy had started to recover, the Nazi regime was preparing for war and they had to make sure that all vacancies were filled so women were encouraged to take up low-skilled jobs.
- In 1937 a law was passed that meant women had to do a 'duty year' in agriculture or industry.

Candidate A

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 policies towards women?

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

(16)

I partially agree with Interpretation 2 about Nazi policies towards women, as the Nazis were successful in removing women from the workplace to stay and home, however this was only temporary.

Interpretation 2 states that women were required to stay at home to look after their children and family. This view is shown in the line "women should bring up children at home". I agree with this interpretation, as I know that "very few women were in full time work", as women were forced out of government jobs, as well as teachers and doctors, for example. Additionally, from my ^{own} knowledge, I know the interpretation is accurate because the Nazis created many schemes to tempt women to stay at home, such as the "Law for the Encouragement of Marriage". This law gave a couple 1000 marks, if the woman was not at work, and for each child they had, 25% of the loan was written off. Other schemes such as the Mother's Cross and Lebensborn, encouraged women to have children and stay at home, which is why I agree with Interpretation 2 because I know that the Nazis initially were very successful in preventing women from working so that they could have children.

Nevertheless, I partially disagree with Interpretation 2, as Interpretation 1 states that these policies were only temporary.



due to the massive industrial growth of Germany between 1933 and 1939. The ~~female~~ ^{interpretation} ~~my~~ shows this view as it states that "more women returned to work". From my own knowledge, I know that this is true, as the number of women in work ~~increased~~ ^{increased} from 5 million in 1933 to 7 million in 1939. This increase proved that Nazi policies attempting to force women to stay at home, were not effective or only temporary, as more women were required to work to meet the demands of the growing industry and to prepare for WW2. Therefore, I agree with Interpretation 1 and disagree with Interpretation 2, as women were required to go back to work by the late 1930s.

Nevertheless, the Nazis were initially very successful in their policies ~~against~~ towards women, which is why I agree with Interpretation 2 that "very few women" were in work or education, due to Nazi policies encouraging them to stay at home. The Nazis were successful in preventing women from being in education and therefore going to work. The Nazis banned grammar schools for women and caused a decrease in the number of female students in higher education from 17,000 in 1932 to 6,000 in 1939. ~~The~~ This highlights the fact that the Nazis were determined to ensure that women focused on ^{"Kinder, Küche, Kirche"} ~~domestic~~ rather than education and ~~work~~ work, which is why I agree with Interpretation 2.

In conclusion, I partially agree with Interpretation 2 as the Nazis set up many schemes to encourage women to stay at home,



such as "Law for the Encouragement of Marriage", mother's Cross and Lebensborn. Therefore, this highlights the Nazi's desire to remove women from work and education, in order for them to stay at home and have children. Although the removal of women from work was only temporary, the Nazis were initially very successful, which is why I agree with interpretation 2 that the Nazi's main policy towards women was to ensure they provided Germany with children.

Examiner commentary

This response was awarded Level 4 - 16 marks.

There is explained evaluation reviewing the alternative views in coming to a substantiated judgement. An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured (L4 secure).

This is supported by good analysis of the interpretations indicating difference of view and deploying this to support the evaluation (L4 secure).

There is also relevant contextual knowledge used directly to support the evaluation (L4 secure).

Overall, the response gains a 'best-fit' mark of Level 4 -16 marks. The SPaG gains 4. Level 4 has been achieved in all strands.



Option 32 (Mao's China)

Question and mark scheme

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the effects of the Cultural Revolution? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. A04: 16 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"> 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 an effect of the Cultural Revolution was to enhance and secure Mao's personal power.

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

- Interpretation 2 shows how the purging of Mao's opponents and the promotion of his followers, led to him having unrivalled power.
- Interpretation 2 suggests that the Cultural Revolution meant that Mao did not carry out his promise to free the nation from political repression.
- Opponents of Mao were killed or sent into exile. Deng Xiaoping, the General Secretary of the Communist Party, was removed from his post in the years 1966-75.
- Revolutionary Committees, loyal to Mao, were set up to run the country.
- By 1969 Mao was in a strong position. Most of the moderates had been expelled from the Party and the government and his own supporters controlled the top positions.

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

- Interpretation 1 shows the social and economic effects of the Cultural Revolution on the people of China, including loss of life.
- Interpretation 1 mentions the damage the Cultural Revolution did to education, the economy and the image of the Communist Party.
- In industry, workers were all paid the same and technicians were abolished; production fell.
- Schools were closed and students made to learn from factory workers and peasants. University places were restricted.
- The violence of the Red Guards led to thousands of deaths.



Candidate B

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

(d) How far do you agree with Interpretation 2 about the effects of the Cultural Revolution?

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

(16)

Interpretation 2 is right to some degree. Mao had reinstated himself as ~~the~~ head of ~~a~~ Government but there was still a heavy amount of opposition against him. For instance, ~~the Red Guard, a heavy~~ Lin Biao 'Mao's most loyal ~~comrade'~~ was accused of attempting to overthrow Mao in 1969 and killed while supposedly trying to escape the country (people have theorised to Taiwan but there is a suspicious lack of information on the matter). As well as this Mao was in ill health and it was made clear that he would not be in power for long. While propaganda hailed him as a man of absolute power, he was in a bad state.

In addition to this, he faced a China with a ~~multitude~~ multitude of problems. The previous rulers (Lin ~~Shao~~ and Deng) had taken control in after the great famine ~~is~~ and ~~to~~ as it was a time of crisis implemented ~~a~~ doctrines that were not strictly communism based. Deng famously held the outlook that 'A cat that catches a mouse is just that, a cat. It matters not its colour'. This means that the results took priority, not the

style of government. Privatized farming had become common and popular, and only children of CCP officials were able to receive a good education. Mao immediately limited private farming to 5% of total land ~~that~~ ^{and banned collectivization to a large degree,} and worked to reimplement educational plans but it was difficult. Many of the red guard, which was majorly the youth wished to continue political ~~work~~ work. The red guard, made and implemented by Mao to get his back in office was also made of youths who had assaulted and attacked their leaders, many professors were rare. Mao faced a ~~lot~~ large country where much of the youth were angry and ~~was~~ uneducated. Industrial work fell by 30%, factories had shut down and ~~to~~ ~~the~~ many government officials who had liked Lin and Peng were resistant to surrender to Mao. This meant that means that Interpretation 1 is more accurate and Interpretation 2 presents an illusion in terms of Mao's absolute power that seems largely incorrect.

Interpretation 2 does however give an accurate depiction that Mao did purge ^{most} much of ~~the~~ his rivals within the Communist Party. Lin Shaoqi was exiled and Deng denoted. The gang of 4, ~~is~~ including his wife, ~~was~~ the head of the Shanghai commune and two other supporters of Maoism were in the ~~the~~ gang of 4 but his ~~dead~~ ~~of~~ successor was none of them, ~~is~~ meaning that none would go to power.



Examiner commentary

This response was awarded Level 3 – 11 marks.

There is an explained evaluation of the interpretation. The conclusion provides a balanced argument and the line of reasoning is generally sustained throughout the answer (L3).

The analysis of Interpretation 2 is quite strong, but it is not fully developed for Interpretation 1 although the candidate does indicate a difference of view (L3 weak).

Knowledge is used effectively in some places but in others it tends to lead the argument rather than being used in support of the analysis (L3).

Overall 'best-fit' mark Level 3 – 11, SPaG 4.



Option 33 (The USA)

Question and mark scheme

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the achievements of the civil rights movement in the years 1960-65?</p> <p>Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 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"> 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 Voting Rights Act (1965) was the main achievement of the civil rights movement in the years 1960-65.

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

- Interpretation 2 shows that methods used to prevent African Americans in the South from voting, such as literacy tests, were removed by the Voting Rights Act (1965).
- Interpretation 2 suggests that by making the South more democratic, the civil rights movement had achieved its main goal.
- Although President Johnson had been sympathetic he didn't believe that he could succeed in getting a voting rights act through Congress until the Selma protests persuaded him otherwise.
- The struggle for voting rights was very dangerous. For example, three students working on a voter registration project in the summer of 1964 had been murdered.
- Black voter registrations increased dramatically because of the Voting Rights Act (1965) creating the possibility that many more African Americans could be elected to positions of political power.

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

- Interpretation 1 suggests that key aims of the civil rights movement were achieved by the Civil Rights Act (1964), e.g. the removal of segregation.
- Interpretation 1 suggests that the Civil Rights Act (1964) validated the activities of the civil rights movement, such as the protests in Birmingham (1963).
- The passing of the Civil Rights Act (1964) finally dealt with Southern politicians who had obstructed court rulings by opposing such judgements through legislation.
- The Civil Rights Act (1964) gave the federal government stronger authority to desegregate schools.
- The Freedom Ride campaign in 1961 effectively brought about the desegregation of inter-state buses, successfully supporting a court ruling.



Candidate C

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

(d) How far do you agree with Interpretation 2 about the achievements of the civil rights movement in the years 1960-65?

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

- greensborough ✓
 - James ¹⁹⁶³ menduth ✓
 - freedom ¹⁹⁶² riders ✓
- (16)

~~Interpretat~~

Interpretation two gives all value and importance to the Voting Rights Act. Although I agree the act is of great significance to progress of equal rights I believe other factors are also of value.

Firstly, in 1961 4 students refused to leave a white only Woolworths counter. After publicity over 300 students shared shifts to man the counter. Woolworths agreed to desegregate their dining areas. This was a huge achievement as it gave results inspiring further protest. It was named the "greensborough sit ins".

Secondly, in 1962 freedom riders took bravery to ride from North to South to view the extent of segregation. The achievement lies in showing the



public the cruelty of white unacceptance. Police corruptly let the Ku Klux Klan bomb a bus, holding its doors shut. They murdered innocent blacks + Police did not charge them. This was very important because more white public supported blacks after discovering the brutality they faced.

Thirdly, in 1963 James Meredith was purposely disabled from attending university. The President had to send in federal troops to allow his entry + safety for the year. This was very important as it showed states against desegregation the president would ensure its occurrence. This empowered blacks with hope.

As per interpretation 1, ^{and 2} there were also Acts put in place by the President of great impact. The ~~voting~~ ^{civil} Rights Act 1964, and the Voting Rights Act 1965. These had the most widespread impact of equality as ~~however~~ blacks were given employment



rights and living conditions e.g. hotels the same as whites as they shared facilities, Blacks also had the means to impact government and vote giving them more political power.

However, I ~~agree~~ believe BOTH Acts passed were of equal achievement/ significance, disagreeing with interpretation two but black peaceful protest was the effort needed to get there. Persistence and bravery was also an equal achievement.

Examiner commentary

This response was awarded Level 2 - 7 marks.

The candidate states the two interpretations and decides with which one to agree, with valid evaluative comment (L2).

The analysis of interpretations is limited as the candidate has not really engaged with them (L1). There is relevant contextual knowledge which is used directly to support the evaluation (L3 secure).

Overall 'best-fit' mark Level 2 – 7 marks.