

Pearson Edexcel History

GCSE and A level History
online network event
6 December 2018





Agenda

- GCSE History – feedback on June 2018 series
 - Support materials
 - Changes to Paper 2 layout
 - Delivery of course
 - What went well
 - AO1/AO2 – things to consider
 - AO3 – things to consider
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- A level History – feedback on June 2018 series
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 - AO3 Paper 1 section c
 - Coursework AO3 and AO1

GCSE (9-1) History

Feedback on June 2018
series



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GCSE support materials

- New, free interactive scheme of work
- Printable schemes of work and a course planner
- Topic booklets for every topic in the assessment
- Assessment guidance
- Teaching guidance, including specific guidance on Paper 1 Thematic study and historic environment and Sources and interpretations
- Exemplar packs
- June 2018 series: papers, mark schemes and principal examiner reports
- Pre-recorded feedback events for the June 2018 series, covering every topic
- Access to scripts / Results Plus
 - Access to scripts available until 14 December
 - Post-results analysis
- Content from previous training events
- Sample assessment materials, specimen papers
- Baseline tests (KS3 and GCSE) with guide and markbook



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Changes to layout of GCSE Paper 2

- Paper 2 is being split into two physical question and answer booklets that will be taken on the same day and in the same sitting.
- The Paper 2 exam paper package will comprise:
 - Information sheet with key information (total time, topics chosen)
 - Booklet 1: period study
 - Booklet 2: British depth study.
- Candidates are provided with all of these at the start of the exam.
- Total time will remain 1 hour 45 minutes.
- No changes to Paper 2 topics or questions, timing of the exam or application of mark scheme.



Changes to layout of GCSE Paper 2

- More clarity for students, who will only be provided questions for topics they have studied.
- Easier to allocate examiners to specific topics.
- Differences in demand between British depth study topics can be taken into account more precisely during the awarding process.
- Requires new entry codes.
- New entry code calculator on website.
- Notional grade boundaries for Paper 2 reported at paper level for each possible combination.
- More information on changes, including updated paper and entry codes and FAQs, on our website:
 - quals.pearson.com/gcsehistorypaper2



Course structure and delivery

- Activity
 - Have you made changes for your delivery of the course for this cohort compared to the first cohort?
 - Change of order
 - Linear specification / revision time / retrieval practice
 - Allocation of time
 - What outcomes have you seen so far?
 - Second cohort compared to first
 - Are there changes you are still planning to make?



Summer 2018 – what went well

- Focus on AO2 second-order concepts (12- and 16-mark questions)
 - Causation questions on all three papers
 - Recognition of judgement needed (16-mark qus)
 - Different styles of response equally successful
- AO3 Sources
 - Inference question worked well as introduction to Paper 3
 - Candidates used structured exam question well, to produce focus and brevity
- AO4 Interpretations (Paper 3 qu.3d)
 - Good understanding of views presented in two interpretations
 - Inclusion of own knowledge
 - Accessibility to all students

AO1/AO2

Things to consider





AO1/AO2 – things to consider

- Describe two features
 - Can be set on anything identified in the specification
 - Relevance and recall
 - Identify a characteristic and provide a supporting detail for that characteristic



AO1/AO2 – things to consider

- Narrative analysis
 - Beginning, middle and end, with links
 - Weaker responses often wrote a paragraph on each stimulus point, rather than writing a narrative
- Importance (significance)
 - How is x significant to y ?
 - Impact: what difference did it make?
 - Weaker responses were often written as narrative analyses, and often didn't include the implications for y



AO1/AO2 – mark scheme

Question		
2		<p>Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64.</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"> • Little Crow • Colonel Chivington <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] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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 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.

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 Levels 2 and 3 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.

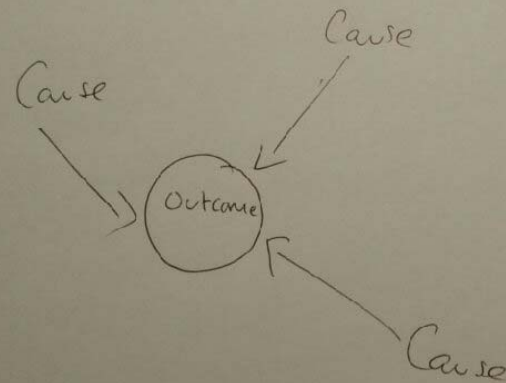
Relevant points may include:

- By 1862 the Dakota Sioux tribe, led by Little Crow, was facing starvation due to failed crops and the compensation they had been promised by the government had not arrived.
- Little Crow led an attack on both the Agency responsible for running the reservation (August 1862) and a group of 45 US army soldiers, which ended in defeat.
- Black Kettle, the chief of the Cheyenne, started attacking wagon trains in order to seize food for starving Indians on the Sand Creek reservation in Colorado.
- Following three years of attacks, the government and army commanders reached an agreement to protect the travellers and a camp was set up at Sand Creek, which Black Kettle believed was under US army protection.
- In November 1864, Colonel Chivington led a dawn raid on Sand Creek and massacred approximately 150 men, women and children.
- News of the Sand Creek massacre was carried by Black Kettle to other tribes increasing attacks on white settlers, so the conflict had still not been resolved by the end of 1864.

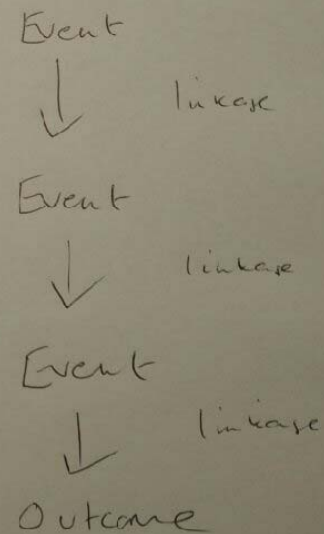


Causal analysis / narrative analysis

Why did xxx happen?



Write a narrative
account analysing ...





AO1/AO2 – answer 1

2 Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64. 1862-64 Gold in Rockies 8 002

You may use the following in your answer:

- Little Crow
- Colonel Chivington

You must also use information of your own.

Little Crow's war
Agency attacked
Sand Creek massacre 1864
Cheyenne, Arapaho
the reservation

In the year before Little Crow's war, gold was discovered in the Rocky Mountains, where the Crow tribe lived. Under the Treaty of Fort Wise the land was moved on to reservation. The Dakota Sioux ^{leader, Sitting Bull} signed the treaty under the terms that the government would pay them annuities, once they had paid off their debt. In 1862, the Dakota Sioux were struggling to cultivate the poor quality land they had been given a reservation. Furthermore, they were struggling to pay off the debt that they were in. As a result, the tribe became very short of money and food, especially as the agencies refused to give them enough food, and what they did receive was often inedible. The Indians became very angry, and attacked the agency warehouses, where they knew that supplies were kept. The raid was led by the dog soldiers and they went on to attack white settlers. The Indians attacking were caught, and 400

were found guilty of murder. They were all sentenced to death, but Lincoln insisted only ^{those} proven to be guilty could be executed. In the end 38 Indians were killed in history's largest mass hanging. Also, as a consequence of the Treaty of Fort Wise, came the Sand Creek Massacre. Black Kettle (leader of the Cheyenne and Arapaho) signed the treaty, under the impression that the government would protect them. However, Chivington and his army rode into the camp at Sand Creek and ^{massacred} over 120 Indians, keeping body parts as trophies. At the time, the government was tied up with the civil war, so they quickly agreed to move the survivors onto larger reservations and pay generous compensation. However, once the civil war ended, the government quickly backed out of the agreement. The tribe was moved onto much smaller reservations, and no compensation was received.

(Total for Question 2 = 8 marks) 8

AO3

Things to consider





AO3 – things to consider

- 8-mark utility question (Papers 1 and 3)
 - Stronger responses linked an appropriate aspect of provenance and own knowledge to evaluate source content
 - Weaker responses often either focused on extensive discussion of source content or adopted a generic NOP checklist
 - NB responses should focus on utility of source content, not what is missing, unless it might be expected to be included



AO3 – Paper 1 qu.2a sources

Sources for use with Section A.

Source A: An illustration published in the *English Illustrated Magazine*, 1890. It shows Russian Jews at the Jews' Temporary Shelter in the East End of London. The shelter was set up for Jewish immigrants in 1886 to provide somewhere to stay and basic food while they looked for work.



Source B: From a report by Herbert Evans, written c1900. Evans was an assistant inspector of factories. His report was sent to a government group which was producing an official report on immigration. Here he is describing the conditions in which some immigrants worked and lived.

The workshop is usually found in a basement or attic, hidden from the outside world. The smells are really unpleasant. There are fumes from burning rubbish and sickly fumes from cheap oil lamps. There is no daylight. This type of workshop is a danger to the community.

In these workshops, the immigrants are imprisoned day and night. They are kept at work by the taskmaster. They are clothed in rags and are paid a starvation wage. A few women are employed. The family all sleep in the same room. The effect of these conditions can be seen in the pale and lifeless appearance of the workers.

Acknowledgements

Source A © Mary Evans Picture Library; Source B taken from 'Beyond the Tower, a history of East London', Royal Commission on Alien Immigration, vol II, Minutes of Evidence. John Marriott, 1st Edition, Yale University Press

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AO3 – Paper 1 qu.2a ms

Question		
2 (a)		How useful are Sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area? Explain your answer, using Sources A and B and your knowledge of the historical context. 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.

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 A

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

- Source A is useful because it suggests that immigrants who settled in the East End formed a close-knit group, which may have caused racial tension.
- It indicates the problems of immigrants who arrived without work or accommodation.
- The source provides insight into the problems by suggesting that support was needed, either from previous immigrants or from charities.

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 it was an illustration in the *English Illustrated Magazine* suggests that immigration into the East End was a topic of national interest.
- The purpose of the illustration may be a limitation: if it is intended to emphasise the work of the charity it might create a misleading impression.

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

- There were a high number of Jewish immigrants in the East End, many from Russia and Poland.

- Racial tension was an issue in the East End and some groups set up support centres.

Source B

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

- Source B is useful because it describes the conditions in which many immigrants worked and lived.
- The content of Source B is useful as it suggests that immigrants found it difficult to get work and somewhere to live.
- Source B suggests that employers took advantage of immigrants and treated them like slaves or prisoners, which gives insight into the experiences and problems of immigrants.

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 is taken from material submitted for an official government report on immigration nationally and is therefore likely to be accurate.
- Evans was an assistant inspector of factories and could therefore make informed judgements about the situation of workers so his judgements provide useful insights.

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

- There was concern over the situation of immigrants in sweated workshops.
- There was discontent among immigrants about their situation, which led to support for trade unions and socialism.



AO3 – Paper 1 qu.2a answer 2

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area?

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

Sensationalised

(8)

Source A is an illustration published in the English Illustrated Magazine in 1890. It is useful, because it shows us what conditions were like in the Jews Temporary Shelter. It shows Jews sitting at a table and eating soup. This suggests that ~~the~~ society welcomed ~~these~~ Jewish immigrants and helped them while they found work. It shows us that many immigrants struggled to find work and ~~pay~~ pay for their own lodging. However, Source A is limited, because it was published in a magazine, so the relatively good conditions shown may have been due to sensationalisation, as many Jews immigrants at the time were disliked and the public blamed them for the lack of work availability.

Source B is useful. It is a report, from an assistant inspector of factories, which was sent to a ~~government~~ government for an official report. This ~~is~~ is useful because it is likely to be honest, due to the

fact that inspectors were employed in order to be honest. Also, it was used in an official report, so is not likely to be exaggerated. It explains the conditions in a workshop, like ~~that~~ ^{those} in which ~~many~~ many Jews immigrants would have worked. ~~The~~

This is useful, because it shows us the unpleasantness in which they worked and this would have been a key problem faced by ~~immigrants~~ immigrants at the time.

"The workshop is usually found in a basement or attic, hidden from the outside world." "The immigrants are imprisoned day and night... and are paid a starvation wage." This suggests that many immigrants were starving and had no choice but to work for such a low income. At the time, work was hard to find, so immigrants were forced to take low paid work in harsh conditions, as they had nothing ~~from them~~ when they entered the country. Often, workers exploited this fact and used immigrants for cheap labour. The source is limited, however, because it does not specifically speak about immigrants in Whitechapel.



AO3 – Paper 1 qu.2a answer 2

- This is a level 3 response
- The answer uses own knowledge to comment on the accuracy of Source A and considers how far its nature affects its reliability.
- Own knowledge of sweatshops is used to discuss the content of Source B and then the nature and purpose of the source is considered.



AO3 – Paper 1 qu.2a answer 3

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area?

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

(8 Q02a)

One reason why Source A is useful for an enquiry into the problems facing the ^{immigrants} ~~people~~ in Whitechapel is because it shows the ~~many~~ Russian Jews in a Jews' temporary shelter which indicates that they had to find a safe place to stay as during this time, many Jews were struggling to settle due to overcrowding in the area as well as antisemitism. However, one reason why Source A isn't useful into the problems facing immigrants in the Whitechapel area is because the picture is very limited. There were many other immigrants struggling in the Whitechapel area such as the Irish. As well as this, the source shows the Jewish immigrants being fed. This indicates that they weren't having a problem getting food.

One reason why Source B is useful for an enquiry into the problems facing the ~~the~~ immigrants in the Whitechapel area is because it is a report written by Herbert Evans who was an assistant inspector of factories. This source

highlights the serious problems immigrants were facing such as "the immigrants are imprisoned day and night". This shows how they were kept away from everyone else and were very limited to what they ~~and~~ could do. However, one could argue the report is biased so it isn't useful as ~~herb~~ ^{Herbert} Evans only mentions the problems, he doesn't mention the good things.

In conclusion, I believe Source B is ~~a~~ more useful than Source A for an enquiry into the problems facing immigrants in the Whitechapel area. This is because Source A is an illustration and it shows the Jewish immigrants eating together. Although it doesn't look good where they are eating, it doesn't ~~pm~~ show how big the problems facing the immigrants really were. Source B highlights how bad the problems facing immigrants was.



AO3 – Paper 1 qu.2a answer 3

- The answer uses some own knowledge to discuss the content of Source A but does not consider an aspect of its provenance.
- It does consider the provenance of Source B but some comments are simplistic and no own knowledge is used.
- Although content, provenance and contextual knowledge are all present in the answer they have not all been applied to the individual sources. The answer was awarded L2.
- The conclusion compares the two sources but this is not the focus of the question.



AO3 – Paper 1 qu.2b, part 1

Source B: From a report by Herbert Evans, written c1900. Evans was an assistant inspector of factories. His report was sent to a government group which was producing an official report on immigration. Here he is describing the conditions in which some immigrants worked and lived.

The workshop is usually found in a basement or attic, hidden from the outside world. The smells are really unpleasant. There are fumes from burning rubbish and sickly fumes from cheap oil lamps. There is no daylight. This type of workshop is a danger to the community.

In these workshops, the immigrants are imprisoned day and night. They are kept at work by the taskmaster. They are clothed in rags and are paid a starvation wage. A few women are employed. The family all sleep in the same room. The effect of these conditions can be seen in the pale and lifeless appearance of the workers.

(b) Study Source B.

How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area?

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:

Question I would ask:

What type of source I could use:

How this might help answer my question:

(Total for Question 2 = 12 marks)



AO3 – Paper 1 qu.2b, part 1

- This question is designed as a package showing stages in the process of conducting an historical enquiry so candidates need to ensure they build up their answer and cover each stage appropriately, rather than anticipating a later stage.
- The first question asks them to identify a detail from Source B that they wanted to follow up. If they offered a question instead of identifying a detail, they could not gain that mark.



AO3 – Paper 1 qu.2b, part 2

- This asks for a follow-up question arising from the detail named in part 1 but relating to a wider enquiry. A follow-up question relating only to that source is missing the point of the wider enquiry in the question.
- The question the candidate formulates must be linked to the detail that has already been identified:
Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.
- Therefore failure to identify a detail in the first part of the question prevents any mark being given for the second part also.



AO3 – Paper 1 qu.2b, parts 3–4

- The second half of this question focuses on the process of historical research. Candidates are asked to name a source they would consult and explain why they would expect that source to help answer the question they posed in part 2.
- An answer to part 4 simply stating ‘This source would tell me what I want to know’ does not explain what sort of information it would have or how it could be used and therefore would not receive a mark.



Appropriate sources

- The specification is explicit that candidates should be aware of the sort of sources available, for example Booth's poverty map, the census, the range of newspapers available etc.
- Yet it is understood that candidates cannot have precise knowledge or the range of newspapers or government documents, or precise knowledge of the details provided by a census and therefore answers which make reasonable suggestions based on valid contextual knowledge are accepted.



AO3 – Paper 1 qu.2b

Question	
2 (b)	<p>How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area? 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). AO3: 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 a question which is linked to it.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>Detail in Source B that I would follow up:</i> the statement that they were paid starvation wages (1).• <i>Question I would ask:</i> Why could they not find a better paid job? (1). <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 and 1 mark for an answer that shows how it might 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:</i> council records showing what businesses there were in the area (1).• <i>How this might help answer my question:</i> it would help me to understand what options were available for workers to find employment (1). <p>Accept other appropriate alternatives.</p>	



AO3 – Paper 1 qu.2b answer 4

(b) **Study Source B.**

How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area?

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

Complete the table below.

(4) Q02b

Detail in Source B that I would follow up:

"The ~~the~~ family ^{all} sleep in the same room"

Question I would ask:

Was it really that hard to accomodate
the increasing population of immigrants?

What type of source I could use:

census of 1881

How this might help answer my question:

compare the local population with the immig-
rants and to see if there were more immigrants
than local to accomodate.

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



AO3 – Paper 1 qu.2b answer 4

- Answer 4: 4 marks
- A valid detail is selected from Source B and the follow up question relates this detail to the wider enquiry of problems facing immigrants.
- Immigrants, especially those living and working in a sweatshop would probably not be recorded in the census but this is nevertheless a logical source to suggest and one appropriate to the historical context, so the explanation is valid.



AO3 – Paper 1 qu.2b answer 5

(b) **Study Source B.**

How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area?

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

Complete the table below.

(4) Q02b

Detail in Source B that I would follow up:

The immigrants being imprisoned day and night in the workshop.

Question I would ask:

Why weren't these people allowed to go out and have a break, and why were they used against their free will?

What type of source I could use:

The women who ~~were~~ were employed in this workshop.

How this might help answer my question:

These women working here are an eye-witness on how life is like in this workshop, so they would know how they are treated poorly...

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



AO3 – Paper 1 qu.2b answer 5

- Answer 5: 2 marks
- The answer selects a valid detail from Source B
- The question in the second part seems more focused on this specific source than the wider enquiry in the question but a mark was allowed.
- The third and fourth parts are clearly focused on the specific source and not the wider enquiry and it also seems to suggest the women could be interviewed, which is unrealistic. No marks could be allowed for these 2 sections.

AO4

Things to consider





AO4 – Paper 3 qus.3c–d

Sources/Interpretations for use with Section B.

Source B: A photograph published in a German newspaper in March 1920. It shows Freikorps soldiers taking part in the Kapp Putsch. The soldiers are occupying an area in Berlin near to the Reichstag building.



Source C: From an interview with a German woman in 1974. She was a factory worker during the early years of the Weimar Republic. Here she is recalling the hyperinflation of 1923.

You got paid at the end of every day. You had to spend it straight away because the next day your wages would only be worth half as much as the day before. Money was literally not worth the paper it was printed on.

Many people who had their savings in bank accounts lost all the money they had managed to scrape together. We asked ourselves, 'How can that happen? How is it that the government can't control this inflation which wipes out the life savings of most people?' We never got an answer that meant anything.

After the hyperinflation, people didn't trust the government anymore.

Interpretation 1: From *The Weimar Republic, 1918-24* by M. Rathbone, published in 2013.

Some democratic parties did support the Weimar Republic. However, powerful political groups on both the Left and the Right refused to accept the existence of the Weimar Republic. They were prepared to destroy it by force and replace it with their own form of government. They took action against the Republic very soon after it was created. This made it difficult for the new government to maintain order and govern Germany.

Interpretation 2: From *Alpha History*, a history website.

The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence.

After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919-23.

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

(4)

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 challenges facing the Weimar Republic in the years 1919-23?

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

(16)



AO4 – things to consider qu.3c

- Paper 3 qu.3c Suggest one reason why...
 - Strong responses made links between the sources and interpretations, or recognised the different focus/emphasis of the historians
 - Weaker responses often focused on provenance, treating the extracts as AO3 sources



AO4 – Paper 3 qu.3c

Question		
3 (c)		<p>Suggest one reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919–1923. 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 Markers must apply the descriptors above in line with the general marking guidance.</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. 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 shows the dangerous threat from the Right. Source C provides some support for Interpretation 2, which emphasises the serious consequences of hyperinflation in undermining faith in the government. They may differ because the authors have chosen to place an emphasis on different details – Interpretation 1 is dealing with the threat from the Left and the Right from the start of the period 1919–23; Interpretation 2 deals with the consequences of hyperinflation in 1923. The interpretations may differ because they are written from different perspectives. Interpretation 1 looks at the political threats from the Left and Right. Interpretation 2 focuses on the economic dangers facing the Weimar Republic. 		



AO4 – things to consider qu.3d

- Paper 3 qu.3d How far do you agree...
 - Must consider both interpretations
 - At top level, shows awareness of how the different points of view are conveyed, e.g. language/tone/emphasis/selection - use the appropriate tool(s)
 - See Getting Started pp.42-44 and Sources and Interpretations guide pp.11-12



AO4 – Paper 3 qu.3d

Question		
3 (d)		
How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919–23. 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.

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 challenge of hyperinflation in 1923 threatened the existence of the Weimar Republic.

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

- Interpretation 2 shows that economic problems in the form of hyperinflation created a crisis that threatened the existence of the Weimar government.
- Interpretation 2 shows that hyperinflation caused a significant challenge to the Weimar Republic because it caused the population to lose faith in it.
- Hyperinflation had an impact on most classes in society – especially the middle classes and the workers – who started to lose faith in the Republic.
- Hyperinflation is generally considered to have been caused by the Weimar government itself because it attempted to solve the crisis caused by the French invasion of the Ruhr by printing money.
- Following the hyperinflation, in November 1923 the Nazis attempted to seize power in the Munich Putsch.

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

- Interpretation 1 suggests that a challenge facing the Weimar Republic was the dangerous threat from the Left and Right.
- Interpretation 1 shows that many of these dangerous forces were determined to destroy the Weimar Republic from the beginning and were prepared to do so by force.
- The Kapp Putsch did force the government to leave Berlin for a few days in March 1920.
- There were uprisings from the Left and Right throughout the period that challenged the government, including the Spartacist Uprising (1919), the Kapp Putsch (1920) and the Munich Putsch (1923).
- All the uprisings in the period 1919–23 were defeated: the Spartacists were defeated by the Freikorps, the Kapp Putsch by a general strike in Berlin and the Munich Putsch by the Bavarian Police.



AO4 – Level 4 mark scheme

- 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 judgement is justified and the line of reasoning is coherent, sustained and logically structured.



AO4 – Paper 3 qu.3d answer 6

(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

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

(16)

I do not agree with the approach taken by interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23. The words "forced" and "could not find" used by the writer convey the ideas that the Weimar had no other choice ^{than to print more money} and that the hyperinflation wasn't their fault. To a certain extent I agree that the French in Ruhr posed a threat on the stability of Germany, however I don't believe that the Weimar government were helpless in this situation. When Stresemann, in 1923, changed the currency to a temporary Rentenmark, he solved the problem of hyperinflation. ~~re~~ This information juxtaposes the interpreters idea that "the government could not find a solution". The use of Stresemann, who was appointed Chancellor and foreign minister in 1923, allowed a more stable Germany immediately.

I do think, however, that the events that interpretation 1 covers are much more valid in the problems Weimar faced and closer to the truth. "powerful political groups" did refuse to accept the Weimar government straight away, and so did the general public, branding them as the 'November criminals'.

due to the Dolchstoß belief. This belief is also known as the 'Stab in the Back' theory as was the belief that the new government had ~~not~~ made a mistake by ending World War 1. This belief ~~repes~~ conveys the idea that the general public and the "powerful political groups" were unwillingly to accept Weimar government, an idea which is conveyed in interpretation 1 and not in 2 as much. Interpretation 2 does hint at it in the last paragraph, when talking about the "people" who "openly" wanted to remove the government "by a popular revolution or a military putsch", however not into as much detail as Interpretation 2.

Furthermore, interpretation 2 states that the hyperinflation ~~the~~ of 1923 "ruined the economy". While it did momentarily, in the worst case \$1 = 4200000000 marks, it was only a temporary issue that the Weimar faced and the "revolution" or the "military putsch" were more constant issues that the Weimar government faced, as there were several rebellions, one being the Spartacist uprising in January 1919 by Rosa Luxemburg and others. Uprising like this were a more constant threat and in my opinion, a more accurate interpretation would focus on the rebellions rather than the printing of more money due to the strike. Also, even if the interpreter of 2 wanted to focus on hyperinflation, it would be more used for an enquiry about the struggles



AO4 – Paper 3 qu.3d

faced by the Weimar government in 1919-23 to focus on the effects of hyperinflation, rather than the events of "printing more paper money." To reiterate, I believe the word "ruined" is not a correct representation of the challenges faced by the Weimar Republic in 1919-23 on the economy side.

To recapitulate, I do not agree with interpretation 2 about the challenges faced by the Weimar Republic in 1919-23. I believe that interpretation 1 focuses more on the bigger issues they faced, although hyperinflation was a massive issue, the rebellions were a consistent problem from 1919-23. Also I don't agree with the perspective that the writer of interpretation 2 takes, as it makes the government sound helpless and that this issue was a long-drawn out process when in fact it was solved by Stresemann in the same year.



This candidate reviews the alternative views presented in the interpretations and comes to a substantiated conclusion. Contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. All aspects of Level 4 are met and the analysis of the interpretations is very precise – even to the extent of analysing the language used to convey the points in each interpretation. This answer is clearly a high Level 4.



Candidates who compare and contrast precise details from the interpretations and then use their own knowledge to support these points are more likely to gain the higher levels.



Thank you!

We have been impressed by the quality of candidates' responses this first year. Congratulations to the teachers and their students for rising to the challenges of the new specification.

Thank you to all our examiners, for all their hard work and commitment this summer.

If you're interested in becoming an examiner, please contact Mark Battye
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