

# GCSE (9-1) History



## Exemplar student responses – Pack 1

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

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## About this exemplars pack

This pack has been produced to support History teachers delivering the new GCSE (9-1) History specification (first assessment summer 2018). The responses have been sourced from students on three-year Key Stage 4 courses. Some responses may have been edited to support understanding of a range of levels.

Further exemplar responses will be produced as centres progress through the course and these will be found on the [Edexcel website](#).

This pack contains exemplar student responses for:

- Paper 1, Section B
- Paper 2, Section A
- Paper 3, Sections A and B.

They cover Assessment Objectives 1, 2 and 4.

<b>Students must:</b>	
<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>AO2</b>	Explain and analyse historical events and periods studied using second-order <sup>1</sup> historical concepts.
<b>AO3</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
<b>AO4</b>	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Following each exemplar response, you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the level has been awarded.

## Paper 1, Section B

Question		
4		<p>Explain why there were changes in the prison system in the period c1700–c1900.</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"> <li>• John Howard</li> <li>• hard labour</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation/change [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <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"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <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"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

#### Question 4

Explain why there were changes in the prison system in the period c1700–c1900.

You may use the following in your answer:

- John Howard
- hard labour.

You must also use information of your own

### Exemplar response A

Between the 1700–1900 there were changes in the prison system because people came in to help the prisons, mostly too change the whole prison as prisons in the 1700–1900 were in poor conditions.

Men, women and children were put into the same cells no matter what crime they done.

The women did not look after themselves, they didn't clean themselves.

There were changes between them time periods because the prisons were in poor conditions and they were basically straved. Then they started to look after themselves and they got some more food they started to survive the time they have in prisons because everything started to change.

#### Examiner's commentary

This response provides disjointed facts relevant to the topic. One point of change is noted but the reason is very general ('people' came in and helped to change the bad conditions). This is a Level 1 response – the points that prisoners were mixed together, there were hygiene problems and a shortage of food are all valid so the AO1 and AO2 bullet points are both met.

Level 1

<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge and understanding of the topic is shown. [AO1]</li></ul>
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### Exemplar response B

During the 1700s, the Bloody Code had been used to decide how to punish certain crimes. This did not work, as juries were reluctant to find a person guilty as execution was too harsh. Due to this, transportation to Australia was used, but became too expensive and did not deter crime enough, therefore prisons were used. At first, in the late 1700s and early 1800s, prisons were very poorly run. There were no rules or regulations to follow, so people from small communities had to control the prisons themselves. A man named John Howard travelled across England and Europe to investigate the quality of prisons at this time. He found women and children living in conditions of violence and disease. Prisoners were mixed, which was bad as old criminals passed on their experiences of crime to the younger prisoners. There was no health or sanitation and they were not treated well. Howard passed the Gaol Act and published his ideas of how to improve prisons. The Quaker Elizabeth Fry was born in the late 1740s and was influenced by her Christian Faith to help improve prisons. She set up Christian Education and treated every prisoner with respect and kindness. Sir Robert Peel passed the Gaol Act in 1888 which meant Gaolers were paid and his role of Home Secretary helped to get the ideas of Elizabeth Fry and himself heard. A model prison was set up and helped to improve others. There were changes in the prison system in the period c1700-c1900 because prisons started off as being a place where criminals were sent without strict rules or care, therefore it did not deter crime, so the system changed when people realised how useless they were. The changed helped criminals to learn new skills which would be useful when they returned home, as they could get a job and it would decrease the changes of them committing a crime again.

### Examiner's commentary

The material is generally relevant but there is not a focus on explanation. It has good detail in it but also some factual inaccuracies (Peel passed the Gaols Act, not Howard). The answer identifies problems in the system (the mix of prisoners kept together) but does not link them with details of the changes that were implemented. Causes are stated rather than shown by direct linkage. The final point about the shift to reform as the purpose of prison is an important reason why change happened but again it is not supported by details of what was changed.

Stimulus: Howard is dealt with but not hard labour, but there is no need for students to use the stimulus. Several aspects are covered – problems of Bloody Code, transportation, the prison conditions that Howard highlighted, the development of model prisons and so the answer is not one which would be capped within a level.

This is an answer on the borderline of Level 2/3. It shows just enough direct causal focus in dealing with the Bloody Code and transportation to tip it into Level 3, although the rest of the answer is essentially descriptive with stated causes.

Level 3

<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"><li>• 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]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li></ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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### Exemplar response C

There were changes in the prison system in the period c1700-c1900 due to changes in ideas. John Howard and Elizabeth Fry wanted to help. They visited multiple prisons and wrote and published their findings. They wanted to use religion to help rehabilitate the prisoners. They taught at the prisons and treated the prisoners with respect but due to a lack of power in society, their work was small-scale. It wasn't until Sir Robert Peel had read their findings that persuaded him to try and do something about the prison system where he used his position of power to bring change in prison systems. Ideas about the aims of prisons developed. Originally prisons were punishment where criminals would have to work hard and do either useful or useful work. However, no matter as to whether the work was useful or pointless, it would be hard work for the criminal to do. The hope here was that it may be a slight deterrent of crime. Originally men and women were kept together but with the 1823 Gaol Act, women and men had to be separated and they had to have appropriate workers. New systems were soon tried such as the silent system and the separate system. This was in attempt to make the criminals think about what they had done wrong and why they were there. This seems to be a first attempt at rehabilitation. People wanted criminals to reflect on their actions and choices so they can change for the better. The silent system was when the criminals had to completed their hard work in silence and the separate system was when the criminals had to complete their work in separate cells by themselves. It was hoped that these new systems would help to rehabilitate the prisoners however the lack of communication drove prisoners to insanity and made prisoners to commit suicide. It was obvious that these systems weren't working. Prison has grown from being a place of pointless punishment to being a place of rehabilitation and growth however the ideas of those three people didn't always have the effect they wanted.

### Examiner's commentary

There is a clear focus on explaining various reasons why changes occurred and each point is supported by relevant detail. The answer explains the role of Howard and Fry (although it doesn't differentiate between them), the role of Peel and the Gaols Act, the change in attitudes and emphasis on reform (including the shift to hard labour). It lacks the focus on the early eighteenth century and it exhibits some uncertainty about the chronology of prisons in its use of 'originally' to describe both 18<sup>th</sup> and 19<sup>th</sup> conditions. It does maintain a more explicit focus on causation and a more coherent line of reasoning than response B. The response should be considered in the region of borderline Level 3/4. Paragraphing may have provided a more sustained and coherent structure within Level 4, the response is well-organised with sufficient structure to show a line of reasoning. Using the best-fit approach, it appears to have enough consistency and clarity of focus to tip it into Level 4 – although descriptive passages can be found.

Level 4

<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>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]</li> <li>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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
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## Paper 2, Section A

Question		
<b>2</b>		<p>Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.</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"> <li>Stalin's fears</li> <li>the Airlift</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks.  <b>AO1:</b> 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>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]</li> <li>Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>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]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

## Question 2

Write a narrative account analysing the key events of the Berlin Crisis, 1948–49

You may use the following in your answer:

- Stalin's fears
- the Airlift.

You must also use information of your own.

## Exemplar response A

First the Russians blocked the roads so that goods could not go in to the city. The people in the city needed food and coal. so in the end planes from Britain and America sent in the goods people needed and this was called the Airlift.

### Examiner's comment

The response can be credited for both AO's as a general narrative has been provided and there is some limited knowledge shown as well as some understanding of the main events during the Berlin Crisis 1948-49.

High Level 1

<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li><li>• Limited knowledge and understanding of the events is shown. [AO1]</li></ul>
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## Exemplar response B

After the Second World War Germany was divided into the Soviet zone and thee western zones but Berlin, in the middle of the Soviet zone, was also divided into the Soviet East Berlin and West Berlin occupied by the western powers. Having part of West Berlin in the middle of East Germany was annoying and also a concern for Stalin that it could be used by the West but also the Soviets did not want East Berliners being able to see life in West Berlin. As a result of this, the USSR blocked land routes to West Berlin in the Berlin Blockade to try and force the West to hand over West Berlin. To keep West Berlin supplied the USA and Britain began the Berlin Airlift which eventually led to Stalin ending the blockade and as a result West Berlin was now seen as securely held by the West.

### Examiner's comment

The narrative account is organised in a clear sequence leading to the outcome of a secure West Berlin. There is some linkage between key events with some analysis ('as a result of this' and 'eventually led') for A02 to be awarded at mid to high Level 2. The opening context is relevant but the focus of the question is on the key events of the Crisis itself of which there is less detail. The accurate and relevant knowledge with a clear understanding of the topic is high Level 2 for AO1.

High Level 2

<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• 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]</li><li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li></ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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## Exemplar response C

In 1948 the Soviet leader, Stalin, became worried that the Soviet-occupied sector in East Berlin was being threatened by the actions of the Western powers. He was particularly concerned that the economic help being given to western Germany such as the Marshall Plan and the founding of an economic business area in West Berlin called Bizonia would be a threat to Soviet control. Stalin felt particularly threatened by the introduction of a new currency into Bizonia in June 1948. As a direct response, on June 15 1948, the USSR sealed off land and supply routes to West Berlin in an attempt to force the West to stop their economic aid and perhaps even to handover West Berlin. This became known as the Berlin Blockade. However, in response to this the USA and Britain launched what became known as the Berlin Airlift. During the crisis planes delivering food and fuel landed in Berlin every minute to provide West Berliners with goods being blockaded. Stalin hoped that the USA and Britain might abandon the Airlift during the winter of 1947/48 but the pilots continued their dangerous mission. The Airlift continued for almost a year until June 1949 when its success led to the USSR abandoning the Blockade. As a result of the crisis West Berlin became seen as an important symbol of western power and influence and it encouraged the Western powers to consider supporting western Germany as an independent state. As a result of the Berlin Crisis, West Germany was established in May 1949 and the Soviets responded in October 1949 by establishing East Germany.

### Examiner's comment

There is a very clear sequence of events from the beginning of the crisis to its outcome as the division of post-war Germany in 1949 which fully responds to the question. Key events of the 1948-49 Crisis are linked into a coherent sequence. The evidence developed goes beyond the stimulus points to include the economic situation in 1948, the Blockade and the division of Germany. This put the response at the top of Level 3 for A02. Level 3 can also be awarded for A01 as the information is accurate and relevant as well as demonstrating a good understanding of the Berlin Crisis.

High Level 3

<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"><li>• 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. [A02]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [A01]</li></ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
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Question		
<b>3</b>		Explain <b>two</b> of the following: <ul style="list-style-type: none"> <li>• The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West.</li> <li>• The importance of the winter of 1886–87 for the cattle industry.</li> <li>• The importance of the Dawes Act (1887) for the way of life of the Plains Indians.</li> </ul> <b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. <b>AO2:</b> 8 marks. <b>AO1:</b> 8 marks. <b>NB</b> mark each part of the answer separately (2 x 8 marks).
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>

### Question 3

Explain two of the following:

- The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West.
- The importance of the winter of 1886–87 for the cattle industry.
- The importance of the Dawes Act (1887) for the way of life of the Plains Indians.

## Exemplar response A

Winter was extremely important during the 1886-1887 for the cattle industry. Firstly, during the harsh winter condition many cows died which ostensibly taught the cowboys to handle cattle in small herds. Perhaps this was done as during the 1800s the demand for beef fell in the east because people's taste changed. This was done probably because of overstocking where there was too many cows which produced poor quality meat. Therefore they bred the cows in smaller herds enabling them to produce small units of high quality meat, which would satisfy the people in the east. Winter was also very important as during winter many cattle got lost, at this point no cattle was producing meat which meant that the cowboys went bankrupt. This told the cowboys that during the winter they had to handle cattle in small herds. Due to the fact that they had to handle cattle in small herds in the 1890 open range ended, as now cattle was handled in small herds. The winter extremely beneficial for the homesteaders as now no one would interfere with their crops, as open range ended. Therefore this was the importance of winter, in 1886-87

### Examiner's comment

The first part of response makes various comments about the cattle industry in general such as 'cowboys went bankrupt' the end of the open range and falling demand for beef. None of these are linked to the winter of 1886-87. The comment about smaller units which, although one consequence of the winter of 1886-87 is implied with the link made to overstocking. There is therefore limited knowledge and understanding of the topic for AO1 to be awarded. There is limited development of consequence at AO2.

Level 1

<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li><li>• Limited knowledge and understanding of the topic is shown. [AO1]</li></ul>
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## Exemplar response B

The winter of 1886-7 was a really harsh winter which affected a lot of people and also animals. In the summer it was really hot which decreased the amount of water. Then the winter came which killed numbers of cattle. Most cattle were killed by the cold and the ones that survived, mostly suffered from frost bites. This caused the cattle ranchers to have less amount of cattle.

The winter of 1886-7 was important as it put an end to open range era. Not only it decreased the number of cattle, prices dropped rapidly as the east had too many longhorns and people were looking for specialised meat. The longhorn meat was really hard and some parts were useless. This caused the prices to go down.

Not only this winter affected cattle ranchers it also affected the people who wanted to travel. The weather was really bad and freezing cold. Many people were frozen before even they got to their houses.

Alternatively this put an end to the open range which affected many cattle ranchers to lose money and also make less money than they used to make. Many cattle ranchers had given up because of the conditions and this job was not as profitable as before.

### Examiner's comment

An explanation is given showing an attempt to analyse importance but this is limited and lacks some coherence. Supporting information is not always relevant and secure but the relevant material used does show some knowledge and understanding of the period.

Low Level 2

<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li><li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li></ul>
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## Exemplar response C

The Dawes Act (1887) was very important for the way of life of the Plains Indians because it helped the assimilation of Plains Indians into American Culture. One of the ways in which this was done was by putting Plains Indian families into a smaller plot of 160 acres of land and the rest of the land was sold to non-Indian farmers. This was important for the way of life of the Indians as it aided them to become self-sufficient farmers and more like settlers.

Furthermore, another way was the Indian Religious Crime Codes (the Indian Religious Act) which prevented the Plains Indians from practising their religion or carrying out their traditional rituals or ceremonies in the United States. This had a great impact on the way of life of the Plains Indians as religion was a big part of their culture and way of life.

In addition to this, the children of Plains Indians were sent to Indian Boarding Schools where they were taught to speak English, read, write and how to be self-sufficient. Also, in Indian Boarding Schools children would have their hair shaved off. This was important for the Indian way of life as when they returned to their tribe they no longer fitted in and weren't recognised by their tribe because they were stripped of their Indian culture.

**Examiner's comment**

The response is stated rather than shown importance and so attempts to analyse importance. There is relevant knowledge and understanding in the first paragraph. The second paragraph is not relevant and so does not add further to the explanation.

Secure Level 2

<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
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### Exemplar response D

The Transcontinental Railroad was a key factor in the development and settlement of the west. Previously, the journey west by foot would take several months and risks of being attacked and ill were high. The opening of the railroad in 1869 was a great help for the fulfilment of the Manifest Destiny as settlers could migrate easier to the uninhabited areas of America. After the discovery of gold in California 1848, the movement to the west was more urgent and so the railroad enabled to effectively convince settlers to migrate and benefit from the gold. Also the railroad was important for the settlers to benefit from the free land offered after the Homestead act in 1862.

In addition, the railroad had a dramatic economic influence in the west. The railroad's ability to connect both coasts with a quick form of transportation led to the opening of markets. The goods manufactured in the East could be delivered quickly and rise the employment of settlers. The trade links between the west and other countries like China meant that more farmers, miners and ranchers would be wanting to migrate west to develop those resources further. Also the railroad made cattle ranching a profitable business attracting more settlers. However, Plain Indians were forced into reservations, losing their culture and beliefs.

**Examiner's comment**

The material which is less focused exhibits the features of a high Level 2 response. The opening explanation makes a clear coherent point which shows analysis of importance with supporting information which is relevant and accurate at Level 3. The best fit for this response would be low Level 3.

Low Level 3

<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
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## Paper 3, Section A

Question		
2		<p>Explain why there was opposition in Germany to the Treaty of Versailles (1919).</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"> <li>• military terms</li> <li>• territorial terms</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <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"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <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"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

### Question 2

Explain why there was opposition in Germany to the Treaty of Versailles (1919).

You may use the following in your answer:

- military terms
- territorial terms.

You must also use information of your own.

### Exemplar script A

I think that the army is bad because they only have 100,000 men for example not enough to keep peace in Germany and They had all there tanks and air foces taken off them and no somerins.

There land is not good because they got 13% land lost all there colonies was taken off them to war was not a good thing for Germany even though they thought that they was going to win.

Germanys money was not going well after they lost the war. Germans had to pay £6.6 m for repation they had to rebuild building and that would of cost lots and lost of money.

Germany got Blamed for the war and It made Germans into internation outcoats and this was known as "War Guilt" cloces or close 231.

#### Examiner's comment

This is a simple response that makes three statements (a reference to each of the stimulus points and one other) about the problems caused by the terms of the Treaty of Versailles. Each statement does refer to issues that might cause opposition but the focus of the question is not clear. There is sufficient link between AO2 and AO1, i.e. a sense of the terms leading to problems to warrant being awarded L1. Some limited knowledge is shown.

Level 1

<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge and understanding of the topic is shown. [AO1]</li></ul>
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## Exemplar script B

There was opposition in Germany to the Treaty of Versailles, the main reason was that it was a diktat and they had to agree to it.

Firstly, it meant that the Rhineland was demilitarised and even though it was part of Germany, the German troops couldn't go there. Also, Germany could only have 100,000 soldiers, no tanks, no submarines and no planes. This was a problem because Germany had a very small army, so they couldn't protect their land and themselves if needed.

Secondly, Germany lost lots of its land and so was causing territorial issues. For example, 13% of German was given to neighbouring countries and 11 of its African colonies were given away. This caused problems because it led to a lot of economic and financial problems for Germany.

Finally, by Germany losing land, it meant that they were losing money too because they lost valuable resources, for example 50% of their iron and 15% of Germany's coal was taken which led to very low government finances.

### Examiner's comment

An explanation is given but, after the first paragraph (where there is limited analysis), problems are stated rather than analysed in relation to opposition (implicit). There is some organisation and development but a line of reasoning is not sustained. Accurate and relevant information is included which shows some knowledge and understanding of the period. The main focus is on the stimulus points but there is sufficient development of economic issues to warrant a high level response.

High Level 2

<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li><li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li></ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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## Exemplar script C

I believe that there was opposition in Germany because of the Army. For example Germans thought the armed forces were weak because they only had 100,000 men. This proves that there wasn't enough men to keep internal peace in Germany. This leads to the embarrassment of the Germans as their country was represented as a military – big army. Therefore the people had a reason to oppose to the treaty.

In my opinion the Germans were left to blame the Weimar government for the treaty. This is shown by how as soon as the government start to develop, the Germans begin to lose the war. This occurs due to the Kaiser lying that everything was okay and we was winning but they wasn't. The Government just told the truth. Furthermore, the Germans will oppose to the Weimar even more due to the huge taxes being demanded to pay for reparations. This proves that the German people are in opposition to the Treaty of Versailles.

### Examiner's comment

The first paragraph is developed on the stimulus point concerning military terms. There is an explanation with limited analysis and some development. There is accurate and relevant information showing some knowledge and understanding. The second paragraph attempts to introduce further explanatory material and does show some relevant understanding but this is not securely focused or accurate and so does not provide sufficient material to produce a sustained line of reasoning.

Level 2

<b>2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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## Exemplar script D

There was opposition in Germany to the Treaty of Versailles for three reasons.

Firstly, Economic terms. Germany had to pay France £6600 million in reparations. That amount of money was payed to France due to Germany having to take full blame for the war. This damaged the German industry and the German governments finances. Germany lost 15% of their coal reserves and 50% of their iron reserves, this meant that Germany lost a lot of money. This links into Territorial Terms which is the second reason for opposition in Germany to the Treaty of Versailles.

Secondly, Territorial Terms. 13% of German land was taken away and given to their neighbours, 11 African colonies were lost too. Many German people were living in the 13% of land that got given away, this caused a couple of problems. The first problem was that Germans had to learn a completely new language to be able to communicate with their new citizens. A section of Germany's land got renamed to 'Rhineland'. Rhineland was a demilitarised zone. This meant that anything to do with the Military was forbidden in that particular piece of land. This links into Military terms which was the third reason for opposition in Germany to the Treaty of Versailles.

Thirdly, Military Terms. After the Treaty of Versailles Germany's Military had very limited resources that they were allowed to use. No submarines, tanks or planes were allowed to be used. They were only allowed to use 6 of their battleships and 24 of their smaller ships. Also they were only able to have 100,000 soldiers in their army. This was obviously a massive disappointment to Germany because this meant that Germany was unable to protect that border of their country. The countries surrounding Germany had advantage over Germany because those countries still had their Military Forces.

Overall the German people didn't like the Treaty of Versailles. After everything that had happened to Germany the Treaty of Versailles became very unpopular. The Germans were also not allowed to negotiate over the whole situation, which is where the opposition to the Treaty of Versailles started.

### Examiner's comment

The answer begins by using the key word opposition but does not always directly link this to the problem caused by the term although this is inferred. There are attempts to link at the end of the first two paragraphs but these are not developed analytically. There is a recognition in the third paragraph of disappointment. The conclusion does bring together the points being made about the terms to suggest a line of reasoning. Accurate and relevant information is used to indicate good knowledge and some understanding. These elements suggest a Level 3 response although not at the higher mark because even though support is established beyond the stimuli the analysis is weakly directed within Level 3.

Level 3

<b>3</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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## Exemplar script E

The fundamental reason for the opposition of the Treaty of Versailles is that the government was diktat.

Firstly, territorial terms was a large part of why the Germans hated the Treaty of Versailles. The Germans had to give away 13% of its land to their neighbors, an example is Alsace. With loosing 13%, the Germans had to be part of a different country even if they were part of Germany before – this made Germans hate it. This also made people isolated because they weren't living in their country. Also, they lost 11 colonies in Africa. The Rhineland was demilitarised, this led to no soldiers allowed into The Rhineland. This also caused military problems.

Secondly, as the Rhineland was demilitarised, no soldiers were allowed in and this became the 'buffer' zone to protect other countries, no soldiers were allowed even though it was still apart of Germany. They were limited to 100,000 soldiers with no submarines, planes or tanks; they could only have 6 battleships, 6 cruisers and 24 small ships. This made the Treaty of Versailles very unpopular because they couldn't have what they were used it and that they were limited.

Thirdly, economic terms was a large part of why the Germans were sad and angry about it. Germany were bankrupt as they could not afford the sum of money that they needed too. This was £6.6 billion pounds. This managed to damage German industry and government finances. They had to give 15% coal and 50% iron, this means that they could not afford anything as coal and iron were a huge part of how Germany got their money from. This meant that they lost large amounts of money.

In my conclusion, the opposition of the Treaty of Versailles was caused by it being a diktat.

### Examiner's comment

The response is mainly directed at the conceptual focus of the question. The explanation is developed using accurate and relevant information which shows good knowledge and understanding. However, link between the information and the attempted analysis is not always secure or sufficiently developed. A line of reasoning is generally sustained but the organisation within paragraphs and development of points leads to some lack of coherence.

Level 3

<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"><li>• 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]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li></ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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## Exemplar script F

There was a lot of opposition against the Treaty of Versailles from the German people in 1919. The Germans hated the treaty because they were given the war guilt, also known as Article 231, which forced them to take the blame for the war, which humiliated them and made it a diktat. It was called a diktat, mainly because of all the territorial terms.

One of the main reason so many Germans opposed the Treaty was because of the harsh territorial terms. This was because 13% of German land was lost, including Alsace-Lorraine, Eupen, Malmedy, Danzig, West Prussia and Posen. This left the Germans who live there very isolated and angry. Another reason they opposed the treaty was because 11 African colonies were lost which damaged Germany's pride. My final territorial reason was because all of the Saar's resources were taken away and given to France for a whole 15 years which angered many Germans.

Another reason the Germans hated the Treaty of Versailles was because of the many economic terms. This was because they were forced to pay reparations of a huge £6600

million which they had not hope of paying back, especially since they had exactly 50% of their iron and 15% of their coal taken away. This made the Germans resent the treaty since they could have used that iron and coal to go towards paying off the reparations.

My final reason the Germans opposed the Treaty of Versailles was because of the horrible military terms. This caused the German army to drop to only 100,000 troops with no tanks or planes. The Germans thought it was extremely unfair and that they would not be able to protect themselves against any invasions. Their navy was also cut down to 6 battle ships and cruisers with 24 smaller ships and not submarines. My final military reason the Germans hated the treaty was because they could no longer have any troops in the Rhineland and there were allied troops there instead. This embarrassed the German people, causing great opposition.

In conclusion, the main reason the German people opposed the Treaty of Versailles was because of the horrible territorial terms and other restrictions, along with the humiliation of having no choice but to sign it.

### Examiner's commentary

The response begins by using the question word 'opposition' and develops 'Diktat'. There is good recall in the second paragraph discussing territorial losses – precisely selected detail is evident. The word opposition and hated are used to keep the response focused on the demands of the question. The third paragraph examines economic clauses and thus goes beyond the question's stimuli. The paragraph beginning 'My final reason' looks at the military clauses and has precise detail and links to opposition. Though the conclusion prioritises (which is not a requirement of the question), there is continued focus on opposition. This response was awarded Level 4 because it offers understanding of the concepts, is coherent and sustained. It presents precise recall, which addresses the question directly.

Level 4

<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
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## Exemplar script G

In 1919 there was much opposition in Germany when the Treaty of Versailles was signed. This took 13% of the land away, the Rhineland was turned into a demilitarized zone, Germany also had all colonies taken from them and any raw materials left in the taken land was claimed by other countries. This heavily impacted on Germany in a negative way because Germany was left with many displace Germans (people who lived in the parts of Germany which were taken away). Having a demilitarized zone right next to France meant that Germany was very vulnerable and unsafe. Another agreement of the treaty was to have material such as coal taken from them, this made it much more difficult for Germany to pay reparations as they could not trade resources.

Another agreement from the Treaty of Versailles that the German people opposed was to cut down their armies. This included having to give away their battleship to GB and France, leaving them with 6. Their army could only include 100 000 men, and also Luftwaffe and submarines were banned. German having to give away battleships was humiliating. It meant helping the 'enemy' and left German unprotected. Having an army of 100 000 men made keeping peace internally difficult, never mind defending themselves. This made Germans scare that France would try to attack. Banning all submarines and planes was a huge impact on Germany which again made them feel vulnerable and unprotected. This part of the Treaty would significantly lower the German people's morale because before the war Germany was a strong and powerful country, they were an extremely militaristic society, so when they had their army demolished it affected them deeply.

The German people opposed the Treaty because they feared paying reparations. In 1921, the reparations were set at £6 600 million. When the Weimar government signed the treaty, they did not know that the price would be that high. Germany would have to significantly increase taxes for decades to afford the compensation agreed. People found this difficult because they had nothing left and had just had their resources taken away from them. This made German people afraid of how they would afford their future.

The Treaty of Versailles stated a 'War Guilt clause' which meant that German and all their people had to accept full blame for the war. This made German people international outcasts. This led to resentment in Germany and made it incredibly difficult to create a democracy and for the people to accept/agree with the new President (Ebert). This caused many problems for German as the country would be full of disagreement causing rioting etc. The German people saw the Treaty as unfair as German was the 4<sup>th</sup> country to join the war. Signing the Treaty of Versailles made the Weimar government look weak and pathetic, again causing loss of morale and faith.

**Examiner's commentary**

The response provides a causal explanation of the opposition to the Treaty through the response of the German people to the terms of the Treaty and the negative impact of the terms. Sufficient accurate and relevant information is precisely selected to reflect knowledge and understanding of reasons for opposition and there is some contextual awareness. The response is organised and goes beyond the stimulus points to include the impact of the economic terms and war guilt. The response is well organised and coherent. There is no overall conclusion but the mark scheme does not require a judgement to be made.

Level 4

<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
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## Paper 3, Section B

Question		
<b>3 (d)</b>		<p>How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? Explain your answer, using both interpretations and your knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of interpretations.  <b>AO4:</b> 16 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Marks for SPaG		
Performance	Mark	Descriptor
	<b>0</b>	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	<b>1</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	<b>2–3</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	<b>4</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>

### Question 3(d)

How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? Explain your answer, using both interpretations and your knowledge of the historical context.

## Exemplar script A

Interpretation 2 suggests the Hitler youth was “less popular towards the late 1930s . . . when membership became compulsory”. I partially agree with this interpretation because the Hitler youth did become “strict”. However “some enjoyed the military aspects”.

Interpretation 2 suggests the Hitler Youth was unpopular because “preparation for war” meant that “discipline became strict”. This is important because children would not find it fun and there would be a “growing resentment” for the Hitler youth.

Furthermore, Interpretation 2 suggests the Hitler Youth was not popular because “membership became compulsory”, so members who wanted to leave the Hitler youth would not be allowed to and their parents would be arrested for not following the rules. I can infer that children began to hate Hitler for forcing them to staying in the club.

On the other hand, Interpretation 1 suggests “some people enjoyed . . . the discipline”. This is important because it shows “there was great comradeship” and that the Hitler youth wasn’t just about “military aspects”.

However, Interpretation 1 isn’t just about the Hitler youth but about all of the “youth movement”. Therefore it is less reliable to the popularity of the Hitler Youth because groups such as the league of Gemen and the Edelweiss Pirates had less “restrictions” unlike the Hitler youth. They could enjoy “outdoor events” and listen to swing music instead of Richard Wagner. They weren’t indoctrinated by propaganda as much.

To conclude, I mostly agree with Interpretation 2, however I disagree with it a little.

### Examiner’s commentary

Offers a valid evaluative comment with enough selection of details from the interpretations to show some analysis. Some comments with regard to Interpretation 1 are confused and insecure. There is some relevant contextual knowledge linked to the evaluation but knowledge is limited. An overall judgement is given but is it undeveloped and not justified.

SPaG – the response meets the criteria for intermediate performance.

Low Level 2

<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
Intermediate	<b>2-3</b>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy.</li><li>• Learners use rules of grammar with general control of meaning overall.</li><li>• Learners use a good range of specialist terms as appropriate.</li></ul>

## Exemplar script B

The attitudes of young people towards the Hitler Youth movement changed overtime due to the treatment and activities they received which are shown in Interpretation 1 and 2. I agree with the attitudes of young people in Interpretation 2.

Interpretation 2 suggests that around the late 1930s, the attitudes of young people were that they strongly disliked the Hitler Youth. I know this because in the interpretation, it says: "Hitler Youth leaders acted as if they were better than members who were barely younger than they were." This shows that as Germany were nearing the war, the treatment of youngsters became more strict. Therefore, this would anger the youngsters due to the unfair treatment they were receiving.

Furthermore, Interpretation 2 suggests that the young people hated the restriction that were put upon them as "some youngsters began to kick against the restrictions of the Hitler Youth." This shows that the young people could not stand following rules and orders that they were forced to accept so they felt the need to rebel against the Hitler Youth, especially when the Hitler Youth became compulsory. Therefore, due to the fighting back of the youngsters, it shows that they had a negative attitude towards the Hitler Youth.

On the other hand, Interpretation 1 makes the Hitler Youth seem like an attraction towards young people. I know this because in the interpretation it says that there were "interesting activities" such as "camping and hiking". This shows that the young people would like and have a positive attitude towards the Hitler Youth because they would be able to participate in enjoyable activities and have a great comradeship among them. In addition, from my own knowledge I know that the youngsters were trained as if they were real soldiers. This meant that the young people could experience the pride of serving their country despite not exactly being part of the real military. Therefore, this would suggest that the youngsters had a positive attitude towards the Hitler Youth as they could have fun with activities.

In conclusion, although the youngsters could endorse and enjoy themselves in the Hitler Youth by participating in the many outdoor events, they all were treated badly and put under strict restrictions which made it suffocating and unfair for them. Therefore, I agree with Interpretation 2's overly negative view on the attitudes of young people towards the Hitler Youth movement.

### Examiner's commentary

The response offers a valid evaluative comment. Some analysis shown in its selection of details from both interpretations to support the comment. There is some relevant but very limited information in support. An overall judgement is given but the line of reasoning is not sustained.

SPaG – the response meets the criteria for intermediate performance.

Mid to low Level 2

<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Intermediate	<b>2-3</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy.</li> <li>• Learners use rules of grammar with general control of meaning overall.</li> <li>• Learners use a good range of specialist terms as appropriate.</li> </ul>

## Exemplar script C

I disagree with interpretation 2 which suggests the Hitler Youth was unpopular with young people.

In interpretation 1, it states, "many young people were attracted" because there were 'exciting' and 'interesting' activities taking place in the youth movement. This clearly shows the Hitler Youth was popular because children would have had a lot of fun in the camp. The young people loved the military aspects of the youth movement as well as the music played during the cultural activities or military parades. This would not drive them away from the Hitler Youth, but instead bring them to loving it.

Furthermore, the youth movement did many "outdoor activities such as camping and hiking as well as sports". This would mean it was popular because it kept them healthy. The young people's parents would like them to keep going because it kept them fit and healthy. It also kept them happy as they "enjoyed" it. Moreover, interpretation 1 suggests "There was great comradeship among the Hitler Youth." This tells us young people would be keen to go to the youth movement and see their fellow pupils/classmates or friends. I also can say it was popular from my own knowledge because I know as the years went on, the numbers of members increased even as the population of young people decreased. Therefore, the Hitler Youth could be seen as popular because the young people had fun there and stayed healthy.

On the other hand, interpretation 2 suggests the Hitler Youth was unpopular. This is evident where it says "the movement became less popular towards the late 1930s." This was when membership became compulsory, discipline became more strict and activities like the ones stated in interpretation 1, became increasingly focused on preparations for war. Interpretation 2 also states "There was a growing resentment at the way the Hitler Youth leaders acted as if they were better than members" who were only a few years younger. This made the 'youngsters' begin "to kick against the restrictions of the Hitler Youth." Using my own knowledge I know thousands of young people joined opposition groups such as the 'Edeweiss Pirates' and the 'Kittlebach Pirates'. This suggests not everyone was indoctrinated and some knew the difference between right or wrong. In addition, the fact that these opposition groups existed demonstrates there was opposition to the Hitler Youth.

Overall, I believe the Hitler Youth was popular as it shows in interpretation 1 because it kept young people happy, whereas others disagree and say it was unpopular like it shows in interpretation 2, because when it became compulsory, the number of members increased. However, the number of members still increased every year before that which suggests it's popularity.

### Examiner's commentary

The response provides an explained evaluation agree/disagree with the interpretations, but the explanation is limited. There is good analysis of the interpretations indicating the different views and it deploys relevant material to support the evaluation. It does have some elements of Level 2 in regard to contextual knowledge and with some contradictory deployment of knowledge. There is a line of reasoning which is generally sustained. An overall judgement is given with some justification. The organisation of the response does lead to a sustained explained evaluation.

SPaG – The response meets the criteria for high performance.

Low to mid Level 3

3	9–12	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
High	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy.</li> <li>• Learners use rules of grammar with effective control of meaning overall.</li> <li>• Learners use a wide range of specialist terms as appropriate.</li> </ul>

## Exemplar script D

I agree with Interpretation 2 but I also agree with interpretation 1 because it was fun at first but then it got stricter which caused the popularity to go down. Therefore, I agree with both.

Interpretation 1 suggests that young people enjoyed the Hitler Youth. I know this because interpretation 1 says, "Many young people were attracted by the exciting activities of the youth movements". This is important because it shows that the Hitler Youth was popular among young because it was fun and this caused many of them to join. Children like to have fun and play games so this made them want to go. This gives a reason/cause to the membership. Therefore, young people enjoyed the Hitler Youth because it was fun. As well as being fun, the Hitler Youth also had a social aspect.

Furthermore, Interpretation 1 suggests that the Hitler Youth was also enjoyed by young people because it involved a great social life. I know this because the interpretation says that there was "great comradeship" in the Hitler Youth. This tells me that it was popular because it created a community for the young people where they could make new friends. It would be popular because children would tell their friends and eventually, everyone would know and they could all join together. Therefore, I believe the Hitler Youth used to be popular.

On the other hand, interpretation 2 suggests I am right in saying that the popularity of the Hitler Youth went down later on. I know this because interpretation 2 says "the movement became less popular towards the end of the 1930s". From my own knowledge, I think that this is because membership became compulsory in 1939. This tells me that as time went on, people resented the movement because they were forced to join. This means I also agree with interpretation 2 because popularity of the youth movement went down as the attitudes of young people changed. Not only was it compulsory, the youth movement was also getting stricter.

I think the attitudes towards the Hitler Youth changed because of the exaggerated discipline. I know this because the source says "discipline became more strict". From my own knowledge, I know that World War II started in 1939 so Hitler was preparing them for war. Hitler and the HY leaders treated the children like soldiers and used unnecessary discipline. This changed attitudes because it went from a fun after school youth club to a military boot camp. Therefore, I agree with this interpretation 2 because the sudden strictness caused resentment for Hitler's regime.

Overall, I do agree with interpretation 2. The Hitler Youth was unpopular with young people when it became compulsory in 1939 however, before that, it was loved by the young people that went. It had fun games, activities and trips however this changed and it became stricter. The young people disliked this. Moreover, I agree with both interpretation to a certain extent but not fully. People liked the social aspect but not the way they were treated.

### Examiner's commentary

The answer analyses both interpretations and offers a line of argument at the start which explains the discrepancies and justifies a judgement agreeing with Interpretation 2 as a valid interpretation of the situation in 1939. It lacks a thorough review of alternative views or analysis of how the different views of the interpretations are conveyed so this does not reach Level 4 and the limited own knowledge means it does not receive top marks in Level 3.

SPaG – The response meets the criteria for intermediate performance.

Mid Level 3

<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Intermediate	<b>2–3</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy.</li> <li>• Learners use rules of grammar with general control of meaning overall.</li> <li>• Learners use a good range of specialist terms as appropriate.</li> </ul>



## Exemplar script E

Interpretation 2 gives the view that attitudes towards the Hitler Youth movement became more negative and the movement's unpopularity increased from the late 1930s onwards. I would agree with this interpretation as although many young people would have had a positive attitude towards the Hitler Youth, there were others that did not want to join as well as some that deliberately showed outright opposition.

I agree with Interpretation 2 that the Hitler Youth movement became 'less popular' towards the late 1930s and that attitudes were more positive in the earlier years of Hitler's Germany. Interpretation 1 gives examples of a wide range of activities which attracted young people and gave positive attitudes with for example 'many outdoor events', cultural activities' and 'great comradeship.' This is supported with Interpretation 2 which implies the movement was popular before the late 1930s. The membership numbers, diaries and photographs from this time often show enthusiastic Hitler Youth numbers. The popular and enthusiastic attitudes were clear with the role its members were given during the 1936 Olympics in Berlin. But there were some young people who had negative attitudes towards the Hitler Youth and some even joined rebel groups such as the 'Edelweiss Pirates.' The Nazi government was aware of this opposition and this was one reason why other youth groups were banned. There is also a lot of evidence that many parents and teachers resented the movement and their son's involvement with the organisation.

However, as shown in Interpretation 2, attitudes were not so positive from 'the late 1930s' and there was resentment about the discipline, the leaders and the movement's restrictions. Attitudes were much more negative as the movement was ' increasingly focused on preparations for ' and the boys being trained for their future military roles. This would have been similar for the League of German Maidens which also focused on preparing girls for their future roles. By the late 1930s It was now clear what the movement was soon going to be used for in contrast to the 'exciting and interesting activities' of its earlier years - so what had been enjoyed by some did clearly become 'less popular' from the late 1930s when it became compulsory to join.

Overall, as Interpretation 1 suggests the Hitler Youth provided a wide variety of exciting activities for young Germans and appealed to boys in many different ways. However, Interpretation 2 is more convincing in claiming that by the late 1930s the activities had become less appealing to some German youth as the organisation became more involved in preparing Germany for war. In 1939 the majority of German boys belonged to the Hitler Youth but as Interpretation 2 says some 'began to kick against the restrictions'.

### Examiner's commentary

The response is an explained evaluation that reviews both interpretations and uses contextual knowledge to come to a substantiated judgement. The interpretations are analysed with precise details and contextual knowledge is used to support the evaluation. The overall judgement is justified and is supported with a coherent and valid line of reasoning which is logically structured.

SPAG – The response meets the criteria for high performance.

High Level 4

<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
High	<b>4</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy.</li> <li>• Learners use rules of grammar with effective control of meaning overall.</li> <li>• Learners use a wide range of specialist terms as appropriate.</li> </ul>