

GCSE History online event 2022 summer series feedback

1HI0–2202

Delegate Booklet

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Extracts are mostly used in the slides – the booklet includes the full exemplar answers, along with generic and indicative mark schemes, and sources and interpretations for AO3 and AO4 exemplars respectively.

Explain why...

Study the mark scheme for the 12-mark causation question.

The levels of the mark scheme are generic (below), with the indicative content showing how they should be applied in each question (after each question and before the exemplar answer).

Then study the answers that exemplify each level.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Level 1 exemplar

Option B1, Anglo-Saxon and Norman England, c1060–88:

Explain why there was an uprising against Tostig in 1065.

Relevant points may include:

- Demands for Tostig's removal had begun from his appointment as earl, with many opposed to a southerner, without any understanding of local customs, being made Earl of Northumbria.
- Tostig placed heavier taxation demands on Northumbria which, as a Danelaw area, was accustomed to lower taxes.
- Opposition to Tostig increased with his false accusations against individuals.
- Tostig was resented for failing to defend Northumbria from Scottish attacks and for his agreement to peace rather than fighting back.
- The decision to go ahead with the uprising was aided by the availability of a ready replacement, Morcar.
- The uprising was aided by Harold Godwinson agreeing with the rebels that Tostig had overstepped his position and by Harold refusing to lead an army against the rebels.

(b) Explain why there was an uprising against Tostig in 1065.

(12)

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

- Earldom of Northumbria
- taxation

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

There was an uprising against Tostig because he was a terrible leader who kept raising taxes causing struggle and starvation with in the lower class. Therefore it was best for Tostig not to be an earl of Northumbria. William also agreed to this which is why he took over. However, Tostig wasn't much of a problem when captured by William so he was forgotten.

The AO2 analysis is Level 1, showing a general understanding that Tostig's actions provoked resentment, with limited knowledge and understanding of the situation (AO1), so this answer meets the Level 1 descriptor.

Level 2 exemplar

Paper 1 Option 13, Migrants in Britain, c800–present:

Explain why Viking migration brought change to England.

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:

- Because the Vikings settled in the north and east of England as conquerors, they were able to impose aspects of their laws and culture on the existing population.
- The Vikings united several kingdoms in the north and east of England and imposed the Danelaw, which created a different authority for the people living in those regions.
- Viking migration changed England significantly after 866, because the Vikings conquered York and made it their capital, minting coins there and developing it as a centre for foreign trade.
- The Vikings brought links to different trade areas, which meant that new trade goods, such as walrus ivory and amber, began to arrive in England in large quantities.
- In the ninth and tenth centuries, the Vikings started to settle and farm in England, bringing change to English customs and lifestyle.
- The growing Viking population in England led to considerable changes to the language, introducing words like 'husband' and affecting place names, e.g. using the suffix -by to denote a town.

4 Explain why Viking migration brought change to England.

(12)

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

- law and order
- York
- Language

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

~~Vikings~~ When Vikings started invading they started from the North and slowly worked their way down until they were forced to make the Danelaw which separated them from the Saxons. Along this border there was often violence and conflict between the two sides. Eventually they came together under the rule of a Viking king.

York, or Jorvik, was made the capital of England by the Vikings. They built lots of houses and forts inside and around the city. Inside the city were lots of Viking burial grounds. The forts were often wooden as were the churches that they built so they could burn their foods.

Vikings also changed the language a lot and much is still used today. Lots of Modern English grammar is taken from Viking language as well as certain important words such as the days of the week. This was a massive change as it affected the entire way in which people spoke.

The AO2 analysis recognises that changes occurred in the built environment and language as a result of Viking migration (Level 2) and some relevant detail is provided in the second and third paragraphs, reaching the Level 2 descriptor for AO1. The answer also covers three aspects of content.

Level 3 exemplar

Paper 3 Option 30, Russia and the Soviet Union, 1917–41:
Explain why Stalin introduced changes to agriculture.

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:

- Stalin wanted to create a society based on communist principles. The NEP allowed the kulaks to make large profits and he did not wish this to continue.
- In order to fulfil the industrial targets of the Five-Year Plan, Stalin had to ensure there would be enough food for workers in the cities, so he introduced mechanisation and collectivisation in the countryside.
- Stalin needed money for industrial machinery, which was required to achieve the targets of the First Five-Year Plan. He would get this by selling surplus produce abroad, and collectivisation would achieve this.
- Stalin feared attacks on the Soviet Union from the West, so he introduced agricultural changes to ensure there was enough food to feed the Red Army.
- Stalin felt his leadership bid would be consolidated if he promoted collectivisation. It would allow him to discredit his opponents who favoured keeping the NEP.
- Stalin wanted a greater degree of control over the people of the Soviet Union and collectivisation would allow him to do this by taking away the independence of the peasants.

2 Explain why Stalin introduced changes to agriculture.

(12)

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

- kulaks — equality in farming
- Five-Year Plans → Collectivisation

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

• Tractor production.

↓
Set example for the
western world.

One reason Stalin introduced changes to agriculture was due to his undying hate for the kulaks. He says "they should be 'liquidated as a class!'" and as a result over 900,000 kulaks were killed. This introduces change to agriculture as it implements equality within farms as kulaks were known to be "Rich peasants.". Stalin may have done this to fulfill his complete communist ambitions in making everybody equal to one another. Thus, Stalin's infamous massacre of the kulaks was done to introduce equality in agriculture.

Another reason Stalin introduced changes to agriculture was due to the five-year plans. In the first five years, Stalin had big ambitions to introduce the idea of collectivisation within farms. This saw the number of farms in Russia fall greatly from 20,000,000 farms to 200,000. Stalin may have done this to again fulfill his dreams of a completely communist Soviet Union.

In summary, Stalin introduced collectivisation in the first five-year plan to increase communism in Russian agriculture.

A third reason Stalin introduced changes to agriculture was to set example for the western world. This was done in the relentless rates of tractor production. ~~the~~ The speed of production was powerful as it showed socialist countries in the west that communism was working in attempt to change political views elsewhere. Therefore Stalin used tractor production to show the western world that communism was working.

It meets Level 3 for both AOs, with good knowledge of the attacks on the kulaks, the introduction of collectivisation and Stalin's aim to demonstrate success to the Western world. However, the analysis is not always clearly focused on the question, for example, the section on increased tractor production is not linked to reasons for changes in agriculture (e.g. that tractors would make farming more efficient).

Level 4 exemplar

Option B3 Henry VIII and his ministers, 1509–40:

Explain why Cromwell made changes to government in the years 1534–40.

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:

- Cromwell wanted to make the government more efficient and so made changes to the Privy Council, such as limiting the number of councillors and basing them in London.
- Following the birth of Elizabeth, Cromwell needed to ensure that the population would accept her as legitimate; the Act of Succession was passed, requiring everybody to take the Oath of Succession, thus increasing government intervention in people's lives.
- Cromwell wanted to reduce the power that the Church had in England and introduced laws to clarify Henry's sovereignty in England.
- Changes to government were necessary to deal with the consequences of Henry's separation from Catherine of Aragon: Cromwell used Parliament to confirm that Henry had the necessary powers.
- Cromwell wanted to ensure that the King's law was followed across the whole country and therefore pursued the Act of Union with Wales.
- Cromwell re-established the Council of the North to address the civil unrest caused by the centralisation of government in Westminster.

(b) Explain why Cromwell made changes to government in the years 1534–40.

(12)

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

- the Privy Council
- the Act of Succession

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

One reason Cromwell made changes was to make governing more efficient and less wasteful. For example, he reformed the Royal Council into the Privy Council, reducing its members from 100 to 20, making meeting attendance mandatory and appointing a clerk to record ~~ago~~ information decisions. This meant the government was more efficient as ~~the~~ people could be held to their agreements (due to the clerk) and decision making was ~~more efficient~~ more considerate and debated as it met more regularly. He also changed the members of the council to mainly lawyers and administrators to improve decisions as professionals, trained to understand things like

this were in charge. Therefore Cromwell reformed government to make decision making more efficient and to reduce corruption of influential nobles by increasing the importance of professionals and clerks.

Another reason Cromwell made changes was to manage the extra income from the dissolution of the monasteries. For example, he established the Court of Augmentations to collect and handle this extra money; it was a ~~sub~~ department of the royal chamber and was equipped to tackle disputes ~~about~~ and legal cases. This meant the money was collected more efficiently, and was more clearly recorded, preventing corruption and misuse. It was clearly effective as Henry's income rose from £100,000 a year to over £240,000. Therefore Cromwell made changes

to streamline the changes in income following the reformation.

A final reason Cromwell made changes was to tackle disorder and rebellion in parts of England. For example, he reformed the Council of the North (a council of nobles and landowners from Northern England established to maintain order in 1472) into a permanent institution that met regularly. This made it easier to manage disorder and rebellion in the North and was crucial in preventing revolt following the Pilgrimage of Grace. ~~Therefore~~ Cromwell also reformed English management of Wales, ~~making~~ replacing Welsh law with English law and dividing Wales into counties (He appointed the local gentry as MPs with the same rights as their English peers to appease them and prevent disorder). This made the North and Wales easier to maintain. Therefore Cromwell made changes to tackle disorder and rebellion in troublesome areas as it was needed to maintain authority.

This answer is a good example of an analytical explanation with a clear focus on the conceptual focus of the question. The second order concept of causation is consistently addressed, with each section beginning with an explanation of what change Cromwell wanted to make and why. This remains a key focus, for example, halfway down the first page, the answer draws attention to the changes Cromwell made and links them to his aims: 'This meant the government was more efficient as ... decision making was more considered and debated' ... 'Therefore Cromwell reformed government to make decision making more efficient...'

Each paragraph follows this approach of an analytical statement, followed by supporting detail, an emphasis on the link to the question and a summary statement.

Both AOs are clearly L4, with a clear analysis of Cromwell's reasons for change, supported by relevant detail, precisely selected.

Period study significance qu.3

Study the mark scheme for Question 3 in the Period study papers then look at the exemplar answer taken from P4 Superpower relations and the Cold War, 1941–91, about the importance of the Marshall Plan (1947) for relations between East and West.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple or generalised answer is given, showing limited development and organisation of material. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

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 importance of the Marshall Plan (1947) for relations between East and West.

Relevant points may include:

- The different views of the Marshall Plan, from Truman's stated aim of aiding war-torn Europe to the USSR regarding it as 'dollar imperialism', clearly showed the divisions in Europe.
 - The Marshall Plan had a significant impact on the economic division of Europe as the West benefitted with rapidly improving economies whereas eastern European countries were forbidden by Stalin to benefit from the USA's 'dollar imperialism'.
 - The Marshall Plan accelerated the division of Europe into East and West, with Stalin setting up Comecon to develop trade within the Eastern bloc as a means to compete with the West.
-
- Cominform's official rejection of the Marshall Plan, together with Soviet propaganda comparing the USA to Nazi Germany, increased the political East-West divide.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- ☒ The importance of the Marshall Plan (1947) for relations between East and West.
- ☒ The importance of the arms race in the years 1949–58 for the development of the Cold War.
- ☒ The importance of the Carter Doctrine (1980) for relations between the USA and the USSR.

One reason why the Marshall Plan was important for relations between East and West was because it further divided Eastern and Western Europe. For example, the Marshall Plan was the Truman Doctrine in effect. It gave war-torn countries money so that they wouldn't fall into communism due to desperation. ~~As~~ However, the aid was only given to Western non-communist countries as Stalin would not allow Eastern European countries to accept it. This led to greater division as Western living standards under non-communists increased whilst Eastern living standards under communists decreased. As such the East and West became more polarised due to the Marshall Plan and Stalin's critique of it as 'dollar imperialism'.

Another reason why the Marshall Plan was important for East and West relations was because it led to the formation of Cominform and Comecon. Cominform was a political organisation consisting of Eastern European and Soviet countries and Comecon was Stalin's attempt at his own version of the Marshall Plan; however not much economic aid. Stalin's inclusion of only the Eastern Europe ~~only~~ in Cominform and Comecon further divided the East and West as both sides were part of opposing organisations. Tensions also grew between the superpowers as the Marshall Plan was an attempt to contain communism, whereas Comecon was an attempt at holding on to communism in the East. The growing tensions further polarised the East and West as they are now less likely to cooperate and negotiate. Thus, the Marshall Plan was important for East and West relations as it led to Cominform and Comecon which further made the 2 sides divided.

The analysis (AO2) is Level 3 as it is clearly focused on impact of the Marshall Plan, offering an analysis of its importance and a line of reasoning shown in the use of phrases such as 'it further divided', 'led to greater division' and 'more polarised'. Knowledge and understanding (AO1) is also Level 3 good knowledge and understanding, e.g., using terms such as 'Truman Doctrine' and 'dollar imperialism'.

Period study narrative qu.2

Generic mark scheme for this question:

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>

Level 2 exemplar

Study the indicative content for this question and then look at the exemplar answer taken from P3 The American West, c1835–c1895:

Write a narrative account analysing the ways in which the cattle industry changed in the years c1876–c1890.

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 the mid-1870s, the cattle industry was booming with the introduction of refrigerated railcars, and cattle barons started to over-invest in ranching.
- The increase in investment meant the open range became overstocked with cattle by the beginning of the 1880s, which led to a fall in demand for beef in the shops.
- Drought in 1883 meant there was less grass for the cattle to live on, making the overstocking even worse.
- The winter of 1886–87 was very harsh and cattle couldn't get any grass, resulting in thousands of cattle dying and many cattlemen going bankrupt.

- Ranchers moved to smaller herds in order to control the cattle and keep them fed, ending the open range.
- By 1890, ranchers fenced off their land with barbed wire to maintain separate herds in order to breed pure-breds to produce high quality meat.

- 2 Write a narrative account analysing the ways in which the cattle industry changed in the years c1876–c1890.

(8)

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

- overstocking
- winter of 1886–87

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

The cattle industry has had its ups and downs an example for this is the cause of overstocking. This was when certain parts of America (west) had too many cattle so the prices in this area decreased drastically because it was so common. However they also transported cattle across the country because it was more expensive in the other parts of the US.

~~This~~ It didn't stay like that, the winter of 1886–1887 had a huge impact on cattle live stock because of the massive decrease in temperature

a lot of the cattle
ended up dying which had
an impact on everyone including
Plain Indians

This answer showed some AO2 analysis in the way it provides an overview of changes in the cattle industry and explains some linkage between events: 'so the prices... decreased', 'It didn't stay like that, the winter of 1886-7 had a huge impact on cattle livestock...'

Relevant details are included and understanding of events is shown, meeting Level 2 of the AO1 Level descriptor.

However, the analysis is presented in two separate sections rather than as an unfolding narrative covering the whole of the question, so it does not reach Level 3 for AO2.

The detail included shows 'some knowledge' (AO1 Level 2) but not the 'good knowledge' that is expected at Level 3.

Level 3 response

This exemplar answer from P4 Superpower relations and the Cold War, 1941–91, answers the question:

Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958–63.

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 the late 1950s, the division of Berlin had created problems for East Germany, with high numbers of refugees leaving for the West via West Berlin, many of whom were essential skilled workers.
- In 1958, in an attempt to solve the refugee problem, Khrushchev issued the Berlin ultimatum accusing the West of breaking agreements made at Potsdam and he gave the West six months to withdraw their troops from Berlin.
- To prevent the crisis escalating into military conflict, a series of talks between the USA and the USSR were held between 1958 and 1961, to try and solve the 'Berlin problem'.
- At the final meeting in Vienna, Khrushchev took a tough stance towards Kennedy by restating the 1958 Berlin ultimatum, and the talks ended without any agreements made.
- In August 1961, East Germany began to seal the border between East and West Berlin and started the construction of the Berlin Wall, which for the East ended the crisis by preventing the flow of refugees to the West.
- The West was powerless to respond, with Kennedy stating that a wall was better than a war, although he made a symbolic visit to West Berlin in 1963.

- 2 Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958-63.

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

- Khrushchev's Berlin ultimatum (1958)
- construction of the Berlin Wall (1961)

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

(8)

cause
U2 spy plane 1960
Brain drain (pre Berlin wall)
Ich bin ein Berliner
immediate and main cause

The first cause of the Berlin wall was Khrushchev's Berlin ultimatum. the "brain drain". This was where (pre wall) east Berliners were travelling and then staying in west Berlin in the millions. Khrushchev wanted to stop intellectuals leaving the Soviet union's influence and preventing scientific progress for the USSR.

in 1958

This lead to the Berlin ultimatum which meant that "asked" that the western powers leave west Berlin however no completely.

This lead to a series of conferences between the two powers, however after the U2 spy plane incident in 1960 the USSR ended negotiations. This meant that Khrushchev decided to build the Berlin wall in 1961. This separated thousands of

families and caused many in east Berlin to further ~~hate~~ ^{resent} the USSR.

However, it did end the "brain drain" which was Khrushchev's main goal. This happened as East Berliners³ could no longer travel to west Berlin without special permission.

Kennedy made a speech due to the Berlin wall and said that he'd rather a wall than a war. Which could mean he thought the wall at least prevented a third world war.

This is a Level 3 answer. Notice that links are explained throughout the answer:

Khrushchev wanted to stop the 'brain drain' which led to the Berlin Ultimatum and then a series of conferences but the U2 spy plane incident ended negotiations. This then meant Khrushchev decided to build the Berlin Wall, which separated families and created resentment against the USSR but also ended the 'brain drain'. Kennedy's speech in 1963 marks the end point of this answer.

There is also good knowledge and understanding demonstrated in the sequencing and explanation of events.

Source utility

Generic mark scheme for this question:

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.

Level 2 answer

This exemplar answer is taken from Paper 3 option 33, The USA, 1954–75.

The enquiry here is about the methods used by the Black Panther movement.

Source B: From a television interview with Bobby Seale in 1988. Bobby Seale was one of the people who created the Black Panther Party. Here he is commenting on an event which happened just after the Black Panther Party had been started in 1966.

During one of our armed patrols we saw the police trying to arrest someone. So we got out of our car and approached them.

A crowd of 20 or 30 people were watching and they saw that we were carrying guns. We told the crowd: 'We are a new organisation, the Black Panther Party. We're here to observe these police in the community, and to make sure there's not going to be any more police brutality.' A policeman came over to us and said 'What are you going to do with those guns?'

We said 'Well we got them to defend ourselves and to observe you.'

Source C: From an article in *The Black Panther*, published in 1969. *The Black Panther* was the official newspaper of the Black Panther Party and was sold in cities across the USA.

We created the 'Free Breakfast for School Children' scheme because we understand that our children need a healthy breakfast every morning to help them learn.

Our people have gone hungry for too long and we say that this must stop. It is a beautiful sight to see our children eat in the mornings. Teachers in the schools say that there is a great improvement in the academic skills of the children that do get breakfast.

The free breakfasts have already been started in a number of cities. But our love for the people makes us realise that we must provide free breakfasts right across the country.

Indicative content guidance

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

Source B

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

- The source shows that a key method used by the Black Panthers was using armed patrols to confront and monitor the police.
- The source suggests the armed patrols were used as a method to increase their visibility in the community.
- The source indicates that the Panthers' methods could potentially involve direct action against the police.

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:

- Bobby Seale was one of the men who founded the Black Panther Party, so he gives a direct insight into the methods used and he attempts to justify the use of those methods.
- The interview was recorded two decades after the events, so Seale could have been open about their methods without fear of arrest, or of giving away information to the police.

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

- One of the main aims of the Black Panther Party, as listed in its Ten Point Programme, was 'an immediate end to police brutality' and armed patrols were used to achieve this.
- The Party was founded in California and soon spread to 25 other cities where similar police patrols were carried out.

Source C

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

- The source shows that the free breakfasts programme was part of a wider campaign to improve children's education.
- The source suggests that the Black Panther Party had ambitions to create a much wider network of community support around the country.
- The source shows that the movement wanted to use its community programmes to prevent hunger in black communities.

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 the newspaper was widely sold suggests that there was support from black communities for the Party and its methods.
- It is likely that the official newspaper of the Black Panther Party was trying to create a positive image of the movement.

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

- The Black Panther Party supported young people by providing education courses and controlling dangerous traffic near schools.
- The breakfast programme was only one of the methods used to provide social support to black people in the ghettos. Other methods included trying to prevent disease and handing out clothes.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the methods used by the Black Panther movement?

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

(8)

Source B is useful for an enquiry into the Black Panther movement because it clearly tells us what they are going to do. We can see they have clear movements ready to take place. It shows to the reader that everybody was okay with these group of people walking round with guns to protect and make sure there is no more police brutality. They want to defend themselves and observe everything else. However Source B isn't ~~helpful~~ useful because it only tells us about the one situation occurring and that they were doing it. It didn't give us clear details it was just the basic information.

Source C is also useful because it gives us an insight of another scheme they set up to protect the ~~wealth~~ welfare of the children.

and help them to be happier. This source shows us that the Black panthers want to make a difference, they want to be able to make the children happier by giving free breakfast out. They want to ensure the whole country can get breakfast in the morning because they can see what difference it is making to the children and how their academic progress is so much better because they have the energy to do stuff after eating.

I think source C is more useful because it gives a better insight to the organisation, that they want to help make a difference and improve the welfare of children. ~~whereas~~ whereas in source B we don't know much about them we just know they have guns to protect themselves and observe police forces.

This answer focuses on the content of the sources. It points out that Source B only tells us about one situation, but it doesn't use contextual knowledge to suggest whether or not it provides the view of a typical situation.

This is a Level 2 answer where the content is shown to be useful for the enquiry; there is no consideration of how the provenance of the sources affects the usefulness of the content. This meets the descriptor for Level 2 (developed comment relating to the content and/or provenance of the sources). However, there is no contextual knowledge included, so it does not fully meet the Level 2 descriptor and therefore it cannot reach the top of Level 2.

Low Level 3 answer

This exemplar answer is taken from Paper 3 option 31, Weimar and Nazi Germany, 1918–39. The enquiry here is about the reasons why Hitler became Chancellor in 1933.

Source B: From *Inside the Third Reich*, the autobiography of Albert Speer, published in 1970. Here Speer is recalling a number of election rallies held on 27 July 1932. At the time of these rallies, he was a junior member of the Nazi Party. Speer later became a senior member of the Nazi government.

Our cars set out for the first stadium. I waited outside the stadium so I did not hear Hitler's speech, but I could hear thunderous applause from the crowd. Afterwards, we set off for another meeting. Hitler was making a total of three speeches that day.

At the Berlin Stadium the stands were packed with people and more were waiting outside. Hitler was very late but the crowd had still waited for hours. A roar of applause burst out when the crowd heard that Hitler was on his way.

Source C: From the diary of Joachim von Ribbentrop, written in 1933. Here Ribbentrop is commenting on discussions in January 1933 about Hitler becoming Chancellor. At the time, Ribbentrop was a wealthy businessman and supporter of the Nazi Party.

27 January

In the evening I see von Papen. I eventually convince von Papen that the only thing that makes sense is for Hindenburg to appoint Hitler as Chancellor. Von Papen is now absolutely in favour of Hitler becoming Chancellor. I believe that this is the turning point.

28 January

Von Papen says that he has had a long talk with Hindenburg. Von Papen now thinks it is possible that Hindenburg could agree to make Hitler Chancellor.

29 January

There is a long discussion between von Papen and Hitler. Von Papen says that there are no more obstacles to Hitler becoming Chancellor.

30 January

Hitler is appointed Chancellor.

Indicative content guidance

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

Source B

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

- The source suggests that the Nazi Party had the levels of support in 1932 which could eventually bring Hitler to power.
- The source suggests, by referring to three election rallies in one day, that the Nazi Party was running a very effective campaign which would help them to develop a movement capable of gaining power.
- The source suggests that the Nazi supporters, who waited for hours to hear Hitler speak, were very loyal to him personally and could potentially go to great lengths to bring him to power.

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 author was a member of the Nazi Party so it could be assumed that he might be more enthusiastic about Hitler's impact on the crowds than a witness who was not a supporter of the party.

- As a Nazi insider, the author provides an informed perspective but, writing with hindsight, he might be exaggerating Hitler's appeal.

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

- By 1932 the Nazis were accomplished at running very effective election campaigns, which helped them to build mass support.
- The Nazis were the largest party in the Reichstag after each of the elections held in 1932.

Source C

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

- The source is useful because it shows how the negotiations around Hitler becoming Chancellor only involved a very small number of politicians and Nazi leaders holding private meetings.
- The source is useful because it suggests how important it was for the Nazis to get the support of von Papen because he was the person who convinced Hindenburg to appoint Hitler as Chancellor.
- The source is useful because it shows that Hindenburg had not been convinced to appoint Hitler until the very end of January 1933.

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

- The source is useful because it is from the author's private diary, which should reflect his personal feelings at this critical time.
- The author provides a unique insight into the roles of the main politicians in appointing Hitler because he negotiated directly with both Hitler and von Papen.

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

- Hindenburg had resisted previous attempts to make Hitler Chancellor despite the popularity of the Nazi Party at the time.
- By the end of January 1933, Hindenburg realised that it was only through having the support of the Nazi Party that a stable government could be formed.
- The Weimar constitution gave only the President the power to appoint the Chancellor.

SECTION B

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

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the reasons why Hitler became Chancellor in 1933?

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

(8)

Source B is useful for an enquiry into the reasons why Hitler became chancellor because it shows that many people were in support of Hitler and the Nazi party, "A roar of applause burst out." Source B is also useful as it matches with my own knowledge about how Hitler had obtained 11 million votes in the elections of 1933 but lost against Hindenburg, showing that many people supported him. Source B is ^{also useful} ~~also useful~~ as it ^{contains} ~~contains~~ a ^{useful} ~~useful~~ ^{provenance}, it was written by Albert Speer who had a first hand account of Hitler's growing support as he was the junior member of the Nazi party. ~~growing support meant that it was more likely and also helped with architecture for Hitler to become chancellor.~~ In conclusion, source B is useful into an enquiry into ^{why Hitler became} ~~the growing support~~ chancellor as it contains relevant points, matches with my own knowledge and ^{has} ~~has~~ a ^{useful} ~~good~~ provenance.

Source C is useful ^{for} ~~info~~ ^{why} an enquiry into why Hitler became chancellor as it shows ~~the process~~ ^{industrialists and businessmen} that ~~he~~ ^{they} supported Hitler, "I eventually convince von Papen". Source C is also useful and matches with my own knowledge about how Hitler made promises to wealthy industrialists to remove communist threat and so they supported him, ~~source~~ ^{as} more people supported he became more powerful and more likely to become chancellor. Source C is also useful as the provenance is useful, it is written by someone who was there at the time but it also might be implying that he was ^{at Hitler's becoming chancellor} the cause which ~~was~~ is uncertain and so it is useful but not as much. In conclusion, Source C is useful as it contains relevant points, matches with my own knowledge and has useful provenance.

This answer covers source content, linked to contextual knowledge. Consideration of provenance is brief for each source but there is the suggestion that Speer 'as he was a junior member of the Nazi party' should be regarded as having accurate knowledge and the comments about Source C are implying that von Ribbentrop might be offering a slanted view in order to claim his own role in events was significant. This answer reaches Level 3 but the comments about provenance are not fully developed, so it stays at the bottom of this level.

Level 3 answer

This exemplar answer is taken from Paper 1 option 11, Medicine in Britain, c1250–present. The enquiry here is about the problem of trench foot.

Source A: From an account written after the First World War by Captain Impey. Captain Impey was an officer in the Royal Sussex regiment, which served on the Western Front. Here he is describing the conditions in the trenches and the problem of trench foot.

The trenches were wet and cold and some of them did not have duckboards covering the mud on the floor of the trench. Many trenches also did not have dug-outs where soldiers could shelter while they slept. The battalion lived in mud and water.

These conditions caused many men to develop trench foot. Altogether about 200 men with trench foot had to be evacuated from our section of the trenches.

Trench foot was a new illness and it was vitally important to provide dry socks for the troops. Rubber boots were provided for the troops in the worst positions in the trenches. One section of the trench was kept as an area where men were sent, two at a time, to rub each other's feet with grease. They would do this at least once a day.

Source B: A photograph showing a medical inspection in a support trench on the Western Front, 1918. The Medical Officer is carrying out a foot inspection.



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 describes the conditions in the trenches that led to soldiers developing trench foot.
- Source A is useful because it demonstrates the attempts of the army to prevent soldiers developing trench foot.
- It is useful in the way it suggests that trench foot was a serious problem affecting the health of large numbers of the soldiers.

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:

- Captain Impey was an officer, so he would have been responsible for the health of soldiers under his command and he would have had a reliable overview of their health problems.
- The source was written after the war, which suggests that he remembers trench foot as a significant problem.

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

- Soldiers would be on the front-line trench in muddy conditions for several days with no chance to get clean and dry until they moved back to the support or reserve trenches.
- Whale oil was recommended for use as a way of preventing trench foot.

• 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 suggests that the army took trench foot seriously, as a formal foot inspection was being carried out by the Medical Officer.
- The content of Source B is useful as it shows a cause of trench foot, the base of the support trench was earth, which would become muddy in wet weather.

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 photograph was taken in 1918, so it can be used to show that the army had developed measures to prevent trench foot developing.
- It is possible that the photograph was used to reassure people at home or army senior ranks that action was being taken to deal with the problem of trench foot.

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

- The army took trench foot seriously because it was a form of gangrene and, in severe cases, resulted in amputation.
- Some sections of the trenches were in low-lying ground, which did not drain well, for example the trenches at Passchendaele were waterlogged and muddy.

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

How useful are Sources A and B for an enquiry into the problem of trench foot?

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

(8)

Source A is useful because it says "The Battalion lived in mud and water" and also "200 men with trench foot had to be evacuated from our section of the trench" which tells us the causes of and problem of trench foot. The provenance of the source makes it useful because ~~because~~ it was written by a WWI Captain Temporary of the Royal Sussex regiment meaning that he's a reliable source, as he had faced first-hand the problems of trench foot first-hand perspective. This is shown when it says "rub each other's feet with grease. They would do this at least once a day" meaning he knew the soldiers daily routine to counteract the problems of trench foot. However, the provenance of the source ~~make~~ limits it because its purpose is to inform us of the problems of trench foot, but it ~~doesn't~~ doesn't mention any significant conditions ~~in which~~ such as the fact's cell dying or the horrible cases of amputating the legs. This is shown in "Trench foot was a new illness and it was vitally important to provide dry socks for the troops" which doesn't give a medical point of view of what trench foot does to the soldiers health, when he ~~come~~ says ~~there~~ "Trench foot was a new illness and it was vitally important to provide dry socks for the troops". I know this to be true as ~~many~~ the battle terrain was almost always waterlogged and muddy which was the cause of trench foot. To counter this soldiers had to change ~~socks~~ to dry socks ~~at~~ twice a day and change their boots.

Source B is useful because it shows a medical officer checking the soldiers' feet and many soldiers in line to do so. The provenance of the source makes it useful as it ^{purpose} clearly shows that trench foot was a problem that medical officers had to carry out foot inspection on the soldiers and the fact that many soldiers were being inspected further supports that it was a significant problem in the trenches. This is evidently shown by the fact that there is an officer checking and inspecting soldiers' feet. However, the provenance of the source limits it because it's a photograph of only one specific event and scene which means that we wouldn't know about the conditions of different trenches but only this specific one. This is clearly shown by how there is only one trench and a couple of soldiers compared to other trenches who had many more. When the source shows a medical officer inspecting feet, I know that to be true as trench foot was a serious disease which would render a soldier unable to fight meaning they would have to do ~~constant~~ frequent inspection to prevent any soldiers getting it and not being able to fight.

This is a Level 3 answer which assesses the usefulness of each source's content, taking into account the provenance and using contextual knowledge in the process of interpreting the sources and applying criteria for judgement when assessing each source.

Paper 3 Question 3d

This exemplar answer is taken from Paper 3 option 32, Mao's China, 1945–76.

The enquiry here is about the causes of the Great Famine.

Interpretation 1 suggests that Mao's policies led to the Great Famine while Interpretation 2 gives details of natural disasters such as flood, drought and insects, which destroyed crops.

Interpretation 1: From *China since 1917* by A Lawrence, published in 2004.

It is true that Mao and his ideas had a big part to play in the events of the 'three bad years' of 1959–61.

One important reason for starvation was the false reporting of grain production. Official reports suggested the harvest was better than it actually was. This led to more grain being sent to the cities and to the USSR.

The setting up of blast furnaces failed to produce usable steel, and led to peasants being taken away from working on the fields.

Interpretation 2: From a history website.

There is certainly truth in the belief that the 'Three Years of Natural Disasters' (1959–61) was a cause of the great famine. In 1959, many millions of acres of farmland were destroyed by floods.

These floods were followed by further disasters: droughts, severe heat, more floods, storms, disease and swarms of insects. In a number of areas this led to food production falling by more than half.

Then in 1961, the north was hit by more drought and the south suffered more flooding.

Source B: From the diary of an official of the Soviet Union (USSR). Here he is recalling a private conversation with a Chinese official.

9 September 1960

During the conversation, I asked about what the hopes were for the harvest in China this year. The Chinese official said that this year there are many difficulties in agriculture caused by great natural disasters in many areas of the country. He said that this year agricultural areas have been affected by flooding and drought.

These natural disasters have caused considerable damage. The Chinese official estimated that the harvest in China would only be 75% of what was planned.

Source C: From a private letter sent by Peng Dehuai to Mao during the Lushan Conference in 1959. Peng was an important official in the CCP who worked closely with Mao. Peng had just visited peasants in his home village.

In trying to build socialism we have achieved much, but we still have many lessons to learn.

Reports of extra-large grain harvests have been exaggerated. These reports have led people to believe that the problem of food had been solved and that there was plenty to eat. As a result, food was wasted and the autumn harvest was neglected. This has damaged us a lot.

In our attempts to produce iron and steel, too many small blast furnaces were built. This has taken workers, who could have been harvesting food, away from the fields.

The interpretation to be evaluated suggests that the Great Famine was caused by natural disasters.

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

- Interpretation 2 indicates that floods made vast areas of land unusable for farmers, thus preventing food production.
- Interpretation 2 suggests that drought played a part in the Great Famine.
- The years 1959-61 were referred to by the Chinese people as the 'Three Bitter Years,' during which there was a series of famines causing huge loss of life.
- In 1959, droughts, floods and pests struck 55 million hectares of agricultural land (more than half China's cultivated area) leading to severe shortages of food in rural areas. This led to farmers eating seeds set aside for the crops the following year, thus prolonging the famine.
- The continuous nature of the natural disasters, following one another year after year, created unusual circumstances and difficulties for food production.

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

- Interpretation 1 suggests that the misrepresentation of grain figures led to famine as more grain was sent to the cities and to the USSR.
- Interpretation 1 indicates that agriculture was neglected by peasants who were forced to work with the blast furnaces rather than on the fields.
- During the Great Leap Forward, the communes, which were supposed to lead to greater efficiency, were inefficient and poorly managed. This led to a lack of effective co-ordination and a lack of incentives for hard work. This led to less food being produced.
- The new ideas of Lysenko, adopted as part of the Great Leap Forward, were forced on the peasants despite their misgivings. Lysenkoism was based on incorrect ideas and the methods failed leading to declining harvests.
- The Four Pests campaign led to the mass killing of sparrows, the lack of which led to plagues of caterpillars and locusts in 1958. This led to a decline in crop production.

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 causes of the Great Famine (1958–62)?

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

Intro \Rightarrow do not agree
1 \Rightarrow bad weather affected /
2 \Rightarrow more due to Mao
3 \Rightarrow Interv... 1st time more accurate
4 \Rightarrow Hyenko in a book... 4 pages

(16)

Interpretation 2 states that the cause of the Great Famine was purely the natural disasters and does not consider any other reason. Therefore, I disagree with Interpretation 2 about the causes of the Great Famine.

Although the interpretation contains information of events that did occur, natural hazards could not have been the leading cause for the famine could not have been bad weather as the bad weather only affected around 12% of China's land but as a result, the mass of China was starved. Therefore it cannot be true that the only cause of the Great Famine was the bad weather although this must have had detrimental effects on the harvest. The food production fell "by more than half" due to the bad weather however this was only "in a number of areas" and not across the whole country. Therefore Interpretation 2 has not fully considered all causes and is inaccurate.

To make the interpretation more accurate, more weight should be given to Mao and his impact on the Great Famine. One reason crops failed was the rain.

country was Lysenkoism. This was a theory suggested by Lysenko (from the USSR) and it stated that if crops are planted in harsh conditions, they will grow stronger, larger and in abundance however, there was no scientific evidence to support his claim. Mao instructed all farmers to do it relentlessly and millions of seeds were wasted that year and many were planted too deep^{and} in cold and wet conditions. This caused greater loss across the parts of China that weren't affected by bad weather.

Another reason why Mao was to blame was the 'Four Pests Campaign'. This targeted sparrows, rats, mosquitoes and flies however, ~~other~~ smaller animals were harder to kill so only sparrows were killed. As the number of sparrows dropped, caterpillars began to thrive as they were not getting eaten and this ruined the fifth amount of crops that were successfully grown.

Despite this, the ~~main~~ main cause of the great famine was the false reports these were submitted due to the fear of Mao which arose from his use of terror. He made himself unapproachable and this resulted in false reports to avoid being purged. As results were vastly exaggerated, the general public ~~was~~ believed that the food was in abundance and began wasting the little food they had.

this point is highlighted in interpretation 1 and therefore, I agree with this interpretation to a larger extent than interpretation 2. This interpretation also discusses the new emphasis put on backyard furnaces which resulted in agriculture being neglected and farmers were "being taken away from working on the fields". This on its own would have resulted in lower levels of production as there were less farmers working. Therefore interpretation 2 appears to be more accurate and discusses what was the major cause for the great famine.

Overall, it was a combination of Mao's ideas ^{and} ^{bad} of weather as well as weather that resulted in the great famine not affected millions of people across China. For this reason, I disagree with interpretation 2 as the major cause for the great famine due to the lack of emphasis on other factors.

The answer analyses the claims in the interpretations and uses contextual knowledge to evaluate them, for example the comments in the second paragraph 'Although the Interpretation contains information about events that did occur, natural hazards could not have been the leading cause for the famine. As the bad weather only affected 12% of China's land... Therefore Interpretation 2 has not fully considered all causes.'

The answer is stronger on the analysis of Interpretation 2 than Interpretation 1 but there is a clear line of reasoning which builds up into a coherent evaluation. This is shown by the use of phrases such as 'Despite this...', 'This on its own...'

An overall judgement is given and explained. This is therefore a Level 4 answer.