

# Specimen papers

Paper 3  
Modern Depth Study

**GCSE (9-1) History**

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



## Contents

Introduction	2
General marking instructions	3
Option 30 question paper	5
Option 30 source booklet	13
Options 30 Section A mark scheme	17
Option 31 question paper	27
Option 31 source booklet	35
Options 31 Section A mark scheme	39
Option 32 question paper	49
Option 32 source booklet	57
Options 32 Section A mark scheme	61
Option 33 question paper	71
Option 33 source booklet	79
Options 33 Section A mark scheme	83

**Introduction**

These specimen papers have been produced to complement the accredited sample assessment materials for Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History and are designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.



Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

# History

**Paper 3: Modern depth study**

**Option 30: Russia and the Soviet Union, 1917–41**

Specimen assessment materials for first teaching  
September 2016

**Time: 1 hour 20 minutes**

Paper Reference

**1HI0/30**

**You must have:**

Sources/Interpretations Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S53529A

©2016 Pearson Education Ltd.

1/1/1



**PEARSON**

**SECTION A****Answer both questions.****Study Source A below and then answer Question 1.****Source A:** From a telegram sent by Rodzianko, the president of the *duma* (the parliament) to Tsar Nicholas II, 26 February 1917.

The capital is in chaos. The transportation system has broken down; the supply systems for food and fuel are completely disorganised. Discontent is on the increase. There is shooting in the streets with some of the troops firing at each other. It is essential that someone who has the confidence of the country be given the power immediately to set up a new government. There can be no delay. Any hesitation could prove fatal.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





1 Give **two** things you can infer from Source A about the government of Russia in February 1917.

Complete the table below to explain your answer.

(i) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

(ii) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

**(Total for Question 1 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



2 Explain why Stalin emerged as leader of the Soviet Union by 1929.

You may use the following in your answer:

- strengths of Stalin
- Lenin's funeral

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[The live question paper will contain two more pages of answer lines.]

(Total for Question 2 = 12 marks)

---

TOTAL FOR SECTION A = 16 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



### 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 for the Bolshevik victory in the Civil War of 1918–21?

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

(8)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Dotted lines for writing an answer.

[The live question paper will contain one more page of answer lines.]



(b) **Study Interpretations 1 and 2. They give different views on the reasons for the Bolshevik victory in the Civil War of 1918–21.**

What is the main difference between the views?

Explain your answer using details from both interpretations.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(c) Suggest **one** reason Interpretations 1 and 2 give different views about the reasons for the Bolshevik victory in the Civil War of 1918–21.

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

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.**

(d) How far do you agree with Interpretation 2 about the reasons for the Bolshevik victory in the Civil War of 1918–21?

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

(20)

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

[The live paper will contain three more pages of answer lines.]

**(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)  
(Total for Question 3 = 36 marks)**

**TOTAL FOR SECTION B = 36 MARKS  
TOTAL FOR PAPER = 52 MARKS**



DO NOT WRITE IN THIS AREA  
DO NOT WRITE IN THIS AREA  
DO NOT WRITE IN THIS AREA

## Pearson Edexcel GCSE (9–1)

# History

**Paper 3: Modern depth study**

**Option 30: Russia and the Soviet Union, 1917–41**

Specimen assessment materials for first teaching  
September 2016

**Sources/Interpretations Booklet**

Paper Reference

**1HI0/30**

**Do not return this booklet with the question paper.**

*Turn over* ►

S53529A

©2016 Pearson Education Ltd.

1/1/1/1/1



**PEARSON**

**Sources/interpretations for use with Section B.**

**Source B:** From *Memoirs of a Revolutionary* by Victor Serge, published in 1951, describing the White attack on Petrograd in October 1919. Serge was a journalist who joined the Bolshevik Party in January 1919.

A possible defeat for the Bolsheviks at Petrograd was transformed into a complete victory on 21 October at the Battle of Pulkovo Heights, a few miles south of the city. The White troops led by General Yudenich were forced into a hasty retreat. They fled in complete disorder towards the border with Estonia where their progress was blocked by Estonian soldiers and 300 workers. The White army that had failed to capture Petrograd had been destroyed. In the following month, the Whites suffered a further defeat at Orel where the army of General Denikin was defeated by the Bolshevik Red Army, led by Trotsky.

**Source C:** From an interview in 1919 with a Bolshevik official in charge of the road and railway system. The interview was given to a British writer who spent six weeks in Russia at that time.

Most of our energy at present has been spent on mending and making railways and roads for the use of the army. Over 11,000 kilometres of railway and 12,000 kilometres of roads are under construction. As a matter of fact, the internal railway system, which we control, is by no means as bad as people make out. We have been able to use the railways to defeat the Whites, transporting our best troops, now here, now there, wherever they are most needed.



**Interpretation 1:** From *The Russian Civil War* by E Mawdsley, published in 1987.

Success in the Civil War was due to the strengths of the Bolsheviks. The Bolsheviks had had a year to consolidate their position. They controlled most of the military resources of Tsarist Russia as well as the railways. They also had more popular support and their forces outnumbered those of the Whites by ten to one. Therefore, from the winter of 1918–19, the White leaders such as Admiral Kolchak faced a struggle against great odds.

**Interpretation 2:** From *Reaction and Revolutions: Russia 1881–1924* by M Lynch, published in 1992.

The reasons for the final victory of the Bolsheviks in the Civil War are not difficult to understand. The victory was due to the weaknesses of the Whites. The various White armies fought as separate groups. The only aim they had in common was to overthrow the Bolsheviks. They were unwilling to sacrifice their individual interests in order to form a united anti-Bolshevik front. This allowed the Red Army to pick off the White armies one by one. The Whites were too scattered geographically to be able to put sufficient pressure on the Bolsheviks.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.





Specimen assessment materials for  
first teaching September 2016

Paper 3: Modern depth study (1HI0/30)

**Option 30: Russia and the Soviet  
Union, 1917–41**

**Modern depth study: Russia and the Soviet Union, 1917–41**

Question	
<b>1</b>	Give two things you can infer from Source A about the government of Russia in February 1917.  <b>Target:</b> Source analysis (making inferences). <b>AO3:</b> 4 marks
<b>Marking instructions</b>	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The government of Russia was losing control <b>(1)</b>. The transportation system had broken down. There was shooting in the streets <b>(1)</b>.</li> <li>• There was growing opposition to the government of Russia <b>(1)</b>. Discontent is on the increase <b>(1)</b>.</li> <li>• There was a desperate need for change in the government <b>(1)</b>. There can be no delay. Any hesitation could prove fatal <b>(1)</b>.</li> </ul> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why Stalin emerged as leader of the Soviet Union by 1929.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• strengths of Stalin</li> <li>• Lenin's funeral.</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 [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 that do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

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

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

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

**Indicative content guidance**

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

Relevant points may include:

- Stalin held the key role of General Secretary in the Communist Party. He used his position as General Secretary to appoint officials who supported him in the leadership battle.
- Stalin strengthened his own position to become leader because he promoted 'Socialism in One Country', which won popular support within the Communist Party.
- Stalin gained popularity when he appeared as the chief mourner at Lenin's funeral. Trotsky was conspicuous by his absence; Stalin tricked Trotsky into believing the funeral was the following day.
- Stalin's chief rival, Trotsky, was seen as overconfident and arrogant and Stalin was able to manoeuvre him into resigning as leader of the Red Army.
- Stalin was able to remove his rivals by playing them off against each other. For example, Stalin won the support of Zinoviev, Kamenev and Bukharin and was able to isolate Trotsky.
- Stalin's rivals all had weaknesses which lost them support within the Communist Party. For example, Trotsky's Menshevik background and belief in World Revolution.

Question		
<b>3 (a)</b>		How useful are Sources B and C for an enquiry into the reasons for the Bolshevik victory in the Civil War of 1918-21? Explain your answer, using Sources B and C and your own knowledge of the historical context  <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 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 judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>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 provenance<sup>1</sup>. 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.</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>

**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

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

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

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

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

**Source B**

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

- It suggests that the Whites squandered an opportunity to capture Petrograd and were totally defeated by Bolsheviks.
- It suggests that the White commanders did not co-ordinate their attacks which led to the defeat of Yudenich at Petrograd in October and Denikin the following months.
- The attack on the White armies retreating from Petrograd by both Estonians and town workers suggest that the Whites had alienated both groups.

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 memoirs were written in 1951 when Serge was able to reflect on the events of the Civil War and write with objectivity about the defeat of the Whites in 1919.
- Serge became a member of the Bolshevik Party and may well have promoted the success of the Bolsheviks in the Civil War and exaggerated the weaknesses of the Whites.

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

- The Whites did not have one overall commander and their commanders did not trust each other, and were not prepared to work together, during the Civil War against the Bolsheviks.
- The brutality of the Whites, including the atrocities carried out by all the leading White commanders, encouraged workers to turn against them and support the Bolsheviks.

### Source C

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

- The source suggests that the Bolsheviks were victorious because they realised the importance of the road and rail systems.
- The source suggests that the Bolsheviks made effective use of the road and railway systems to defeat the Whites.
- The source provides evidence that the Bolsheviks were victorious because they were able to concentrate their best forces where they were most needed.

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:

- It provides evidence from a leading Bolshevik official who had first-hand knowledge of how the Bolsheviks made use of the road and railway system.
- The interview was given to a British writer who would have no reason to exaggerate or promote the achievements of the Bolsheviks, especially as the British supported the Whites during the Civil War.

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

- The Bolsheviks had control of the central area of Russia, which included Petrograd and Moscow. They moved their capital to Moscow, which was at the hub of the railway network.
- The Bolsheviks made good use of the existing transport network to move men and munitions to the various battlefronts.



Question		
<b>3 (b)</b>		<p>Study Interpretations 1 and 2. They give different views on the reasons for the Bolshevik victory in the Civil War of 1918–21. What is the main difference between these views? Explain your answer, using details from both interpretations.</p> <p><b>Target:</b> Analysis of interpretations (how they differ).  <b>AO4:</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>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>The interpretations are analysed and a key difference of view is identified and supported from them.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>A main difference is that Interpretation 1 emphasises the strengths of the Bolsheviks as a reason for the outcome of the Russian Civil War by mentioning that they controlled the military resources of Tsarist Russia. Interpretation 2, on the other hand, emphasises the weaknesses and mistakes of the Whites as a reason for the Bolshevik victory in the Civil War by mentioning that the Whites fought as separate groups.</li> </ul>		

Question		
<b>3 (c)</b>		Suggest <b>one</b> reason why Interpretations 1 and 2 give different views about the reasons for the Bolshevik victory in the Civil War of 1918–21. You may use Sources B and C to help explain your answer.  <b>Target:</b> Analysis of interpretations (why they differ). <b>AO4:</b> 4 marks
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</li> </ul>
<b>Marking instructions</b>		
Markers must apply the descriptors above in line with the general marking guidance (page 3).		
<b>Indicative content guidance</b>		
Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.		
<ul style="list-style-type: none"> <li>The interpretations may differ because they give different weight to different sources. For example Source C provides some support for Interpretation 1, which stresses the strengths of the Bolsheviks as the reason for their victory in the Civil War, while Source B provides some support for Interpretation 2 which emphasises the weaknesses of the Whites as the main reason for the Bolshevik victory.</li> <li>The interpretations may differ because they are partial extracts: Interpretation 1 deals with the strengths and advantages of the Bolsheviks; Interpretation 2 deals with the weaknesses of the Whites.</li> <li>The interpretations may differ because the authors have a different emphasis, with Interpretation 1 focusing on the role of the Bolsheviks and Interpretation 2 emphasising the weaknesses of the Whites.</li> </ul>		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the reasons for the Bolshevik victory in the Civil War of 1918–21? 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.
1	1–4	<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>
2	5–8	<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>
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>
4	13–16	<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 judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li> </ul>
Marks for SPaG		
Performance	Mark	Descriptor
	0	<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	1	<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	2–3	<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	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>

### Marking instructions

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

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

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

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

### Indicative content guidance

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

The interpretation to be evaluated suggests the reason for the Bolshevik success in the Civil War of 1918–21 was due to the weaknesses of the Whites.

Relevant points from the provided material and own knowledge that support the interpretation may include:

- Interpretation 2 supports the claim because it says that Whites were not united and fought as separate armies.
- Interpretation 2 supports the claim by suggesting that White forces were too scattered geographically to be able to seriously threaten the Bolsheviks.
- The claim that White weaknesses were the main reason for the Bolshevik victory is supported by the fact that the Whites were made up of many different political groups who constantly squabbled and did not trust each other.
- The Whites were weakened by the fact that they did not control the railways and often had to transport troops and supplies across huge distances using very poor roads.
- Corrupt government and brutal treatment by White troops meant that there was often a lack of popular support for the Whites in areas under their control.

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

- Interpretation 1 suggests that the reason for the Bolshevik victory was due to their strengths and emphasises that they had a year to prepare for the war.
- Interpretation 1 suggests that reason for the Bolshevik victory was partly due to their military strength, as they controlled most of the military resources and outnumbered the Whites by ten to one.
- The Bolshevik victory was due to the leadership skills of their commanders. This was demonstrated by Trotsky's ability to inspire men, and set up and organise the Red Army.
- The Bolshevik troops were fighting for a cause, the preservation of the October Revolution, and this resulted in much higher morale and dedication in the Red Army than in the White Army.
- The introduction of War Communism put the Red Army in a position of strength ensuring that it was well supplied.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

Centre Number

--	--	--	--	--	--

Candidate Number

--	--	--	--	--	--

# History

**Paper 3: Modern depth study**

**Option 31: Weimar and Nazi Germany, 1918–39**

Specimen assessment materials for first teaching  
September 2016

**Time: 1 hour 20 minutes**

Paper Reference

**1HI0/31**

**You must have:**

Sources/Interpretations Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S53530A

©2016 Pearson Education Ltd.

1/1/1



**PEARSON**

## SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

**Source A:** A Nazi poster published in 1937. The poster was published with the caption 'The Nazi Party protects the national community'.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



S 5 3 5 3 0 A 0 2 0 8

1 Give **two** things you can infer from Source A about family life in Nazi Germany.

Complete the table below to explain your answer.

(i) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

(ii) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

**(Total for Question 1 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA









**(b) Study Interpretations 1 and 2. They give different views on the reasons for the growth in support for the Nazi Party in the years 1929–32.**

What is the main difference between the views?

Explain your answer using details from both interpretations.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA







## Pearson Edexcel GCSE (9–1)

# History

**Paper 3: Modern depth study**

**Option 31: Weimar and Nazi Germany, 1918–39**

Specimen assessment materials for first teaching  
September 2016

**Sources/Interpretations Booklet**

Paper Reference

**1HI0/31**

**Do not return this booklet with the question paper.**

*Turn over* ►

**S53530A**

©2016 Pearson Education Ltd.

1/1/1/1



**PEARSON**

**Sources/interpretations for use with Section B.**

**Source B:** A photograph published in 1932 in a German newspaper. It shows people from Hanover queuing for their unemployment benefits. The writing on the wall of the building says 'Vote Hitler'.



**Source C:** From *Inside the Third Reich* by Albert Speer, published in 1970. Here Speer is remembering hearing a speech made by Hitler in 1931. Speer later became the official Nazi architect and a Nazi minister.

I was carried away on a wave of enthusiasm by the speech. Here, it seemed to me, was new hope. Here were new ideals, a new understanding and new tasks for Germany. The dangers of Communism, which seemed to be growing, could be stopped. Hitler persuaded us that Germany could recover from all of its problems. It must have been during this time that my mother saw an SA parade. The sight of discipline in a time of chaos, the impression of energy in an atmosphere of hopelessness, seems to have won her over to the Nazis as well.

**Interpretation 1:** From *Weimar and Nazi Germany* by J Hite and C Hinton, published in 2000.

Hitler himself was central to the success of the Nazis in the years 1929–32. He provided charismatic leadership with his powerful message to build a new Germany. He was a powerful speaker with his timing, expression and the content of his speeches impressing listeners. He was able to identify with their emotions and gave people hope. Along with Goebbels, he realised the importance of propaganda. He used propaganda to target the specific grievances of many Germans.

**Interpretation 2:** From *Hitler 1889–1936* by I Kershaw, published in 1998.

There was nothing inevitable about Hitler becoming Chancellor of Germany in January 1933. Five years earlier the Nazis had been a small party in German politics with little support. Events such as the Wall Street Crash, which led to depression in Germany, brought increased support for the Nazis in the years 1929–32. Chance events, such as the depression and unemployment, played a much larger role than any actions of the Nazi leader himself in bringing Hitler to power.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.







Specimen assessment materials for  
first teaching September 2016

Paper 3: Modern depth study (1HI0/31)

**Option 31: Weimar and Nazi  
Germany, 1918–39**

### Modern depth study: Weimar and Nazi Germany, 1918–39

Question	
1	Give <b>two</b> things you can infer from Source A about family life in Nazi Germany. <b>Target:</b> Source analysis (making inferences). <b>AO3:</b> 4 marks
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>The mother was of great importance to the family in Nazi Germany (1). The mother is shown in the very centre of the poster, feeding the baby (1).</i></li> <li>• <i>The Nazis encouraged married couples to have large families (1). There are four children in this family (1).</i></li> <li>• <i>Members of the family had specific roles (1). The girl is holding a baby doll (1).</i></li> </ul> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Reichstag Fire</li> <li>• the Night of the Long Knives</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 [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 that do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

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

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

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

**Indicative content guidance**

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

Relevant points may include:

- Hitler was able to use the Reichstag Fire (February 1933) as a first step to dictatorship by persuading Hindenburg to pass an emergency decree, which gave the police wide-ranging powers.
- Hitler was able to eliminate political opposition to the Nazi Party e.g. blaming the Communists for the Reichstag Fire (February 1933) effectively brought an end to communist opposition.
- The Enabling Act (March 1933) provided the legal foundation of Hitler's dictatorship because it gave his government the power to pass laws without the Reichstag for the next four years.
- Hitler used the powers of the Enabling Act to begin to establish a dictatorship e.g. it enabled him to pass laws banning all political parties as well as trade unions.
- Hitler removed internal threats from within the Nazi Party to his dictatorship e.g. the threat from Röhm and the SA was eliminated on the Night of the Long Knives (June 1938).
- Hitler took advantage of the death of Hindenburg (August 1938) to take political and military control of Germany; as Führer Hitler combined the roles of Chancellor and President and the army swore an oath of allegiance to him.

Question		
3 (a)		<p>How useful are Sources B and C for an enquiry into the reasons for the growth in support for the Nazi Party in the years 1929-32? Explain your answer, using Sources B and C and your own knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>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 provenance<sup>1</sup>. 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.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>

#### Notes

1. Provenance = nature, origin, purpose.

#### Marking instructions

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

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

No credit may be given for generic comments on provenance which are not used to evaluate source content.

#### Indicative content guidance

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

#### Source B

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

- It suggests that the Nazis were targeting the unemployed for support because the slogan on the wall says 'Vote Hitler'.
- The length of the queue may suggest the scale of both the unemployment problem in Germany and the desperate situation many people found themselves in.

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:

- Although not a direct source of evidence for the enquiry, as it was probably used by the newspaper to highlight specifically the worsening plight of the unemployed, the photograph is an indirect source of evidence for the desperate situation in which many people found themselves.
- The photograph was taken in Hanover in 1932 at a time when the worst effects of the Depression were being felt in Germany; Hanover may not have been a typical town.

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

- A massive rise in electoral support for the Nazis in the period 1929–32 coincided with the rise in unemployment in Germany during the depression years; by January 1932 over 6 million Germans were unemployed.
- Most of the unemployed were in a desperate situation; Nazi election propaganda promised to abolish unemployment in Germany and provided practical help by organising soup kitchens.

### Source C

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

- The source states that Hitler won support because he convinced his audiences that he would be able to solve Germany's problems.
- The source suggests that Hitler was seen as a potential saviour against the rise of the Communists.
- The source provides evidence of the role of the SA in increasing support for Hitler and the Nazis.

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:

- It is from an autobiography written many years later by a leading Nazi who, even with the benefit of hindsight, was still impressed by the impact of one of Hitler's speeches.
- The author is writing about his own experiences of hearing one of Hitler's speeches.

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

- Hitler had developed the art of public speaking in the early days of the Nazi Party and was a powerful speaker. His timing, expression and the content of his speeches impressed listeners.
- In his speeches Hitler could be all things to all people. He portrayed himself as a war hero, a saviour and an ordinary man in the street. He was able to tailor his message to the audience.

Question		
<b>3 (b)</b>		<p>Study Interpretations 1 and 2. They give different views on the reasons for the growth in support for the Nazi Party in the years 1929-32. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p><b>Target:</b> Analysis of interpretations (how they differ).  <b>AO4:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>The interpretations are analysed and a key difference of view is identified and supported from them.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>A main difference is that Interpretation 1 emphasises the central role Hitler played in increasing support for the Nazis in the years 1929–32 such as his speeches and propaganda. Interpretation 2, on the other hand, emphasises the importance of chance events such as the depression and unemployment in increasing support for the Nazis.</li> </ul>		

Question		
3 (c)		<p>Suggest <b>one</b> reason why Interpretations 1 and 2 give different views about the reasons for the growth in support for the Nazi Party in the years 1929–32. You may use Sources B and C to help explain your answer.</p> <p><b>Target:</b> Analysis of interpretations (why they differ). <b>AO4:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> <li>The interpretations may differ because they give different weight to different sources. For example, Source C provides some support for Interpretation 1, which stresses the importance of the part played by Hitler in bringing the Nazis to power, while Source B provides some support for Interpretation 2 which emphasises the part played by unemployment in increasing support for the Nazis.</li> <li>The interpretations may differ because they are partial extracts: Interpretation 1 focuses only the role of Hitler especially his speeches in increasing support for the Nazis; Interpretation 2 focuses only on the part played by external events such as the depression in encouraging people to vote for the Nazis.</li> <li>The interpretations may differ because the authors have a different emphasis, with Interpretation 1 dealing with the importance of one individual in increasing support for the Nazis and Interpretation 2 focusing on the importance of wider, external events.</li> </ul>		



Question		
3 (d)		<p>How far do you agree with Interpretation 2 about reasons for the growth in support for the Nazi Party in the years 1929–32? 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.
1	1–4	<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>
2	5–8	<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>
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>
4	13–16	<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 judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li> </ul>
Marks for SPaG		
Performance	Mark	Descriptor
	0	<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	1	<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	2–3	<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	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>

**Marking instructions**

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

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

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

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

**Indicative content guidance**

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

The interpretation to be evaluated suggests that it was the impact of events that brought about increased support for the Nazis in the years 1929–32.

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

- Interpretation 2 supports the claim by providing examples of events such as the Wall Street Crash, the depression and unemployment.
- Interpretation 2 supports the claim by suggesting that without the Wall Street Crash, and the depression and unemployment that followed, the Nazi Party would have remained a minor party.
- In the years 1924–28 Germany had experienced a period of relative prosperity and it was not until 1929 that the economy experienced a general downturn.
- Many people blamed the Weimar Government for the depression and began to support parties such as the Nazis who were opposed to the Republic; the Nazi share of the vote increased from less than 10% to over 30% from 1929–32.
- The depression brought increased support for the communists and some Germans, especially businessmen and industrialist, supported the Nazis to prevent a possible communist government.

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

- Interpretation 1 states that it was Hitler who played the key role in increasing support for the Nazi Party in the years 1929–32.
- Interpretation 1 claims it was Hitler who brought increased support by providing examples of his abilities as a speaker that enabled him to identify with the audience and give them hope.
- That it was due to the leadership of Hitler is supported by his activities in 1932 when he toured all over Germany and spoke to huge meetings of people in halls and sports stadia.
- Hitler's decision to put Goebbels in charge of Nazi propaganda ensured that the Nazi message was heard everywhere, particularly on the radio.
- The organisation and discipline of the Nazi party attracted many Germans, and the Hitler Youth provided opportunities for young people.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

Centre Number

--	--	--	--	--	--

Candidate Number

--	--	--	--	--	--

# History

**Paper 3: Modern depth study**

**Option 32: Mao's China, c1945–76**

Specimen assessment materials for first teaching  
September 2016

**Time: 1 hour 20 minutes**

Paper Reference

**1HI0/32**

**You must have:**

Sources/Interpretations Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S53531A

©2016 Pearson Education Ltd.

1/1/1



**PEARSON**

**SECTION A****Answer both questions.****Study Source A below and then answer Question 1.****Source A:** From an interview given by Tung Hsiu-Ching, in 1973, for a magazine *China Reconstructs*. He is describing changes in his town in China since 1949.

Before liberation, ours was a land of three 'manys' – many poor people, many slum houses and many children. With liberation in 1949, we working people stood up and became masters of the new society. Our new people's government thinks of everything for us. More than 100 families have moved into new apartments or houses. The homes of other families have been brought up-to-date. If anything goes wrong with the electricity, water or drains, we just tell the office and it sends repairmen immediately.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

1 Give **two** things you can infer from Source A about life for families in towns in China after Mao came to power in 1949.

Complete the table below to explain your answer.

(i) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

(ii) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

**(Total for Question 1 = 4 marks)**



2 Explain why the Chinese Communist Party (CCP) achieved victory in the civil war of 1945–49.

You may use the following in your answer:

- the Guomindang
- the Huai-Hai Campaign

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

Dotted lines for writing the answer.

[The live question paper will contain two more pages of answer lines.]

**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**SECTION B**

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

**3 (a) Study Sources B and C.**

How useful are Sources B and C for an enquiry into the achievements of the Great Leap Forward?

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

(8)

Area with horizontal dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(b) **Study Interpretations 1 and 2. They give different views about the achievements of the Great Leap Forward.**

What is the main difference between the views?

Explain your answer, using details from both interpretations.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





(c) Suggest **one** reason Interpretations 1 and 2 give different views about the achievements of the Great Leap Forward.

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

(4)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing the answer.





**Pearson Edexcel GCSE (9–1)****History****Paper 3: Modern depth study****Option 32: Mao's China, c1945–76**Specimen assessment materials for first teaching  
September 2016**Sources/Interpretations Booklet**

Paper Reference

**1HI0/32****Do not return this booklet with the question paper.***Turn over* ►**S53531A**

©2016 Pearson Education Ltd.

1/1/1/1

**PEARSON**

**Sources/interpretations for use with Section B.**

**Source B:** From a speech by Zhou Enlai, in January 1959, about the Great Leap Forward. He was a leading member of the Chinese Government.

In the past year a big leap forward took place in industry and agriculture in China. This leap forward in industry and agriculture promoted the development of an ever growing movement to set up people's communes. In turn, these communes have given encouragement to a still bigger leap forward in industry and agriculture. In 1958, China's steel output reached over 11 million tonnes, double that of 1957. Grain output also more than doubled, reaching more than 375 million tonnes.

**Source C:** From an account about the Great Leap Forward by a scientist from the USSR, published in 1964. He was working in China during the Great Leap Forward.

The peasants were not in the fields during the spring planting season. They were carrying out the orders of the Party, working day and night at the mines and at their home-made blast furnaces. This was to fulfil the 'Drive to Produce Metals Locally' campaign. We all know the results. They did not obtain any more steel than before and there was much less bread and rice. According to the official figure, four million tonnes of steel were processed in 1958. Of this amount, only 1% could be used. The remaining 99% was unwashed ore, or, even more often, a pure invention of the government.

**Interpretation 1:** From *China Since 1900*, by J Brooman, published in 2001.

The 'backyard steel' campaign failed. Three million of the 11 million tonnes of steel made in backyard furnaces were too impure for industrial use and had to be thrown away as scrap. But worse was to come. Eventually, so many furnaces were built that one person in ten had to be employed in making steel. This took people away from the fields reducing the amount of food that could be grown. The furnaces also used so much of the country's coal supplies that railway locomotives had no fuel to run on.

**Interpretation 2:** From *The Great Leap Forward*, a GCSE history website.

By the end of 1958, 700 million people had been placed into 26,578 communes. The speed with which this was achieved was astounding. The Great Leap Forward encouraged communes to set up "backyard" steel production plants. 600,000 of these backyard furnaces produced steel for the communes. When all of these furnaces were working, they added a considerable amount of steel to China's annual total – 11 million tonnes. The figures for steel, coal, chemicals, timber and cement all showed huge rises. The production of grain and cotton production also showed major increases.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.





Specimen assessment materials for  
first teaching September 2016

Paper 3: Modern depth study (1HI0/32)

**Option 32: Mao's China c1945–76**

### Modern depth study: Mao's China c1945–76

Question	
1	<p>Give <b>two</b> things you can infer from Source A about life for families in towns in China after Mao came to power in 1949.</p> <p><b>Target:</b> Source analysis (making inferences).  <b>AO3:</b> 4 marks</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>Housing conditions improved for families after Mao came to power (1). More than 100 families had moved into new apartments or houses (1).</i></li> <li>• <i>Family life was made easier (1). We just tell the office and it sends repairmen immediately (1).</i></li> <li>• <i>Family housing was well maintained (1). The homes of other families have been brought up-to-date (1).</i></li> </ul> <p>Accept other appropriate alternatives.</p>	



Question		
2		<p>Explain why the Chinese Communist Party (CCP) achieved victory in the civil war of 1945–49.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Guomindang</li> <li>• the Huai-Hai Campaign.</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 [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 that do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

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

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

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

**Indicative content guidance**

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

Relevant points may include:

- The Goumindang government lost support due to high inflation and the brutality of the Blueshirts in Guomindang controlled areas.
- Chiang's (Jieng) leadership was unpopular. It was seen as corrupt, with aid from the USA finding its way into the pockets of Chiang and his family.
- Communist victory was due to the support of the peasants for Mao because they were impressed with the land reform policies of the Chinese Communist Party and the disciplined behaviour of the PLA.
- Mao's leadership skills were crucial to the victory of the CCP. It was Mao who decided on the successful guerrilla tactics of the PLA and drew up the plans for the military campaigns.
- The Huai-Hai campaign strengthened the position of the Communists decisively. The Nationalists were severely weakened as a result of the death, capture or conversion to Communism of more than half a million soldiers during the campaign.
- The three main Nationalist forces were destroyed by the Communists in late 1948 and early 1949 and Chiang (Jieng) lost support, from both inside and outside China, with each successive victory.

Question		
<b>3 (a)</b>		How useful are Sources B and C for an enquiry into the achievements of the Great Leap Forward? Explain your answer, using Sources B and C and your knowledge of the historical context.  <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 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 judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>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 provenance<sup>1</sup>. 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.</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>

**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

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

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

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

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

**Source B**

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

- It claims that the Great Leap Forward promoted progress in agriculture with the setting up of people's communes.
- It suggests that the Great Leap Forward led to progress in industry with steel output doubling.
- It provides evidence of increased output in agriculture, with grain production more than doubling between 1957 and 1958.

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

- The speech is made by a leading member of the Chinese Government the year after the beginning of the Great Leap Forward. He should have knowledge of its industrial and agricultural achievements.
- The evidence is from a speech that would have been given to promote the Great Leap Forward and try to silence criticism and so probably exaggerate its achievements.

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

- As part of the Great Leap Forward (Second Five Year Plan) the development of communes expanded rapidly and, by the end of 1958, 700 million people were living in communes.
- Steel production expanded during the early stages of the Great Leap Forward because of the introduction of backyard furnaces.

### Source C

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

- The source suggests that there was a fall in bread and rice production during the Great Leap Forward.
- The source suggests that most of the iron that was produced during the Great Leap Forward was of a poor quality and could not be used.
- It claims that the result of peasants not being allowed to work in the fields during the planting season but having to work in mines and at home-made furnaces instead failed to increase steel production and led to a decrease in food supplies

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 evidence is from a Soviet scientist who had first-hand knowledge of the Great Leap Forward and its effects on industry and agriculture.
- Relations had deteriorated between China and the Soviet Union by the time the account was written and it may exaggerate the worst effects of the Great Leap Forward.

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

- Agricultural production was maintained by a good harvest in 1958 but in 1959 food shortages occurred with rationing being introduced; between 1959 and 1962 it is estimated that 20 million people died of starvation.
- Steel produced by the backyard furnaces was frequently too weak to be of any use and could not be used in construction, which was its original purpose.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the achievements of the Great Leap Forward. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p><b>Target:</b> Analysis of interpretations (how they differ).  <b>AO4:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>The interpretations are analysed and a key difference of view is identified and supported from them.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>A main difference is that Interpretation 1 emphasises the failures of the Great Leap Forward suggesting that the 'backyard steel' campaign failed and that too many peasants were diverted from working in the fields. Interpretation 2, on the other hand, emphasises the successes of the Great Leap Forward, especially the increased output in industry and agriculture and the rapid establishment of the communes.</li> </ul>		

Question		
3 (c)		Suggest <b>one</b> reason why Interpretations 1 and 2 give different views about the achievements of the Great Leap Forward. You may use Sources B and C to help explain your answer.  <b>Target:</b> Analysis of interpretations (why they differ). <b>AO4:</b> 4 marks
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> <li>The interpretations may differ because they give different weight to different sources. For example, Source C provides some support for Interpretation 1, which stresses the failures of the Great Leap Forward, while Source B provides some support for Interpretation 2 which emphasises the successes of the Great Leap Forward, especially the setting up of communes.</li> <li>The interpretations may differ because they are partial extracts: Interpretation 1 deals with backyard furnaces and the production of steel; Interpretation 2 deals with industrial output in the first year of the Great Leap Forward.</li> <li>The interpretations may differ because the authors have a different emphasis, with Interpretation 1 dealing with the impact of the backyard furnace campaign and Interpretation 2 focusing on the apparent successes in industrial and agricultural output.</li> </ul>		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the achievements of the Great Leap Forward? 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.
1	1–4	<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>
2	5–8	<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>
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>
4	13–16	<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 judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li> </ul>
Marks for SPaG		
Performance	Mark	Descriptor
	0	<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	1	<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	2–3	<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	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>

### Marking instructions

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

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

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

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

### Indicative content guidance

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

The interpretation to be evaluated suggests that the Great Leap Forward had positive achievements.

Relevant points from the provided material and own knowledge that support the interpretation may include:

- Interpretation 2 supports the claim with evidence of increased steel production from backyard furnaces.
- Interpretation 2 supports the claim because it says that there were major increases in the production of grain and cotton and the rapid setting up of communes.
- Claims of success are supported by the fact that, by the end of 1958, 90 per cent of the population had been placed in communes.
- The Great Leap Forward had positive achievements such as the many impressive construction projects that were completed in record time e.g. a gigantic dam built near Beijing.
- A positive achievement of the Great Leap Forward was the fact there is evidence of some increase in the production of steel and in the output of heavy industries.

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

- Interpretation 1 suggests that the Great Leap Forward was a failure by emphasising that much of the steel produced in backyard furnaces was not fit for industrial use.
- Interpretation 1 shows that by taking people away from the fields to work at the backyard furnaces the amount of food which could be produced decreased.
- The failure of the Great Leap Forward is shown by its effects on industry, with old and overworked machines in factories falling apart under the strain of the demand for increased production.
- There were poor grain harvests in 1959 and 1960 and grain production fell from 170 million tonnes to 144 million tonnes.
- Claims that the Great Leap Forward was a failure are supported by the scale of the famine that followed, killing around 9 million people in 1960 alone.



Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

Centre Number

--	--	--	--	--	--

Candidate Number

--	--	--	--	--	--

# History

**Paper 3: Modern depth study**

**Option 33: The USA, 1954–75: conflict at home and abroad**

Specimen assessment materials for first teaching  
September 2016

**Time: 1 hour 20 minutes**

Paper Reference

**1HI0/33**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S53532A

©2016 Pearson Education Ltd.

1/1/1/1



**PEARSON**

**SECTION A****Answer both questions.****Study Source A below and then answer Question 1.**

**Source A:** From an interview with General Westmoreland, given to the US media in 1979. Westmoreland commanded the US forces in Vietnam until June 1968 just after the Tet offensive.

Actions by opponents of the war in the United States were supported by the news media. The media, no doubt, helped to back up the message that the war was 'illegal' and 'immoral'. Then came the enemy's Tet Offensive of early 1968. The North Vietnamese and Vietcong suffered a military defeat. Despite this, reporting of the Tet Offensive by the press and television in the USA gave the impression of an endless war that could never be won.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

1 Give **two** things you can infer from Source A about coverage of the war in Vietnam by the US media.

Complete the table below to complete your answer.

(i) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

(ii) What I can infer:

.....  
.....  
.....

Details in the source that tell me this:

.....  
.....  
.....

**(Total for Question 1 = 4 marks)**



2 Explain why US involvement in Vietnam increased in the years 1954–64.

You may use the following in your answer:

- Domino theory
- Gulf of Tonkin incident (1964)

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

Area with horizontal dotted lines for writing the answer.

[The live question paper will contain two more pages of answer lines.]

**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**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 significance of the Brown versus Topeka Case (1954)?

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

(8)

Area with horizontal dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

DO NOT WRITE IN THIS AREA



(b) **Study Interpretations 1 and 2. They give different views about the significance of the Brown versus Topeka Case (1954).**

What is the main difference between the views?

Explain your answer using details from both interpretations.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(c) Suggest **one** reason Interpretations 1 and 2 give different views about the significance of the Brown versus Topeka Case (1954).

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

(4)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Dotted lines for writing.



**Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.**

(d) How far do you agree with Interpretation 2 about the significance of the Brown versus Topeka Case (1954)?

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

(20)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[The live paper will contain three more pages of answer lines.]

**(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)**  
**(Total for Question 3 = 36 marks)**

---

**TOTAL FOR SECTION B = 36 MARKS**  
**TOTAL FOR PAPER = 52 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





## Pearson Edexcel GCSE (9–1)

# History

**Paper 1: Modern depth study**

**Option 33: The USA, 1954–75: conflict at home and abroad**

Specimen assessment materials for first teaching  
September 2016

**Sources/Interpretations Booklet**

Paper Reference

**1HI0/33**

**Do not return this booklet with the question paper.**

*Turn over* ►

**S53532A**

©2016 Pearson Education Ltd.

1/1/1/1/1



**PEARSON**

**Sources/interpretations for use with Section B.**

**Source B:** A photograph published in a US national newspaper in 1954. It shows 17-year-old Nathaniel Steward in a school in Washington. This was the first school where the Supreme Court decision in *Brown v. Topeka* was applied.



**Source C:** From the *Southern Manifesto*, a statement signed by over 100 members of Congress in March 1956.

This unjustified use of power by the Supreme Court in the *Brown v. Topeka* case goes against the Constitution. The decision is creating chaos and confusion in those states mainly affected by it. It is destroying the peaceful relations between the white and Negro races that have been created through 90 years of patient effort by the good people of both races. It has planted hatred and suspicion where before there was friendship and understanding. It is certain to destroy the system of education in some of the states.

We pledge ourselves to use all lawful means to change the decision of the Supreme Court. We all seek to right this wrong.

**Interpretation 1:** From *Civil Rights in the USA 1865–1992* by D Paterson, D Willoughby and S Willoughby, published in 2009.

The Brown v. Topeka decision was a turning point. It ended segregation in schools outside the Deep South such as those in Washington DC and Baltimore. Moreover, the verdict gave southern black people a belief in the American political system that was used effectively by Martin Luther King and other black leaders. It was also a great success for the legal methods used by the National Association for the Advancement of Colored People (NAACP). Their methods provided the foundations for the later successes of the Civil Rights Movement.

**Interpretation 2:** From *Civil Rights in America 1865–1980* by R Field, published in 2002.

In the Deep South open and complete opposition began as soon as the Supreme Court decision on Brown v. Topeka was announced. For example, the governor of Georgia declared that his state would not tolerate the mixing of races in schools. In many Southern townships, white citizens' councils were set up to oppose school integration.

They did this by threatening loss of business to anyone who employed people who supported the decision. Meanwhile, the Ku Klux Klan maintained a campaign of terror and violence against anyone who supported desegregation.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



Specimen assessment materials for  
first teaching September 2016

Paper 3: Modern depth study (1HI0/33)

**Option 33: The USA, 1954–75:  
conflict at home and broad**

### Modern depth study: The USA, 1954–75: conflict at home and broad

Question	
1	Give <b>two</b> things you can infer from Source A about coverage of the war in Vietnam by the US media. <b>Target:</b> Source analysis (making inferences). <b>AO3:</b> 4 marks
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The news media played an important role in encouraging opposition to the war <b>(1)</b>. Actions by opponents of the war were supported by the news media <b>(1)</b>.</li> <li>• The media misled the American public about the outcome of the Tet offensive <b>(1)</b>. The North Vietnamese and the Vietcong suffered a military defeat. Reporting of the offensive gave the impression of an endless war that could never be won <b>(1)</b>.</li> <li>• The media encouraged criticism of US action in Vietnam <b>(1)</b> – ‘I have no doubt in my mind that the media backed up the message that the war was ‘illegal’ and ‘immoral’ <b>(1)</b>.</li> </ul> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why US involvement in Vietnam increased in the years 1954–64.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Domino theory</li> <li>• Gulf of Tonkin incident (1964).</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 [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 that do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

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

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

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

**Indicative content guidance**

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

Relevant points may include:

- The USA wanted to prevent a communist takeover of South Vietnam; the USA feared that communist North Vietnam would inspire a communist takeover of South Vietnam, followed by Laos and Cambodia (the Domino theory)
- The belief that the Domino theory threatened the security of the US meant that, in the years 1954–64, all three Presidents were willing to increase US commitments in Vietnam in order to prevent the spread of communism.
- The US increased the amount of military aid and the numbers of advisers sent to South Vietnam because of the failure of the South Vietnamese army (ARVN) to deal adequately with communist threats, both from inside the country and the North.
- Involvement increased under Kennedy due to the threat from the Vietcong; successful Vietcong activity meant that the US set up heavily defended 'strategic hamlets' designed to protect South Vietnamese peasants from Vietcong influence.
- US involvement increased in response to specific events e.g. the apparent direct attack by North Vietnamese patrol boats on the US destroyer *Maddox* in the Gulf of Tonkin (1964) necessitated a response from the US.
- Johnson used the Gulf of Tonkin incident (1964) to persuade Congress to pass the Gulf of Tonkin Resolution that gave him the power to take any military measures he thought necessary to defend South Vietnam and increase US involvement.



Question		
<b>3 (a)</b>		How useful are Sources B and C for an enquiry into the significance of the Brown versus Topeka Case (1954)? Explain your answer, using Sources B and C and your own knowledge of the historical context.  <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 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 judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>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 provenance<sup>1</sup>. 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.</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>

**Notes**

1. Provenance = nature, origin, purpose.

**Marking instructions**

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

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

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

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

**Source B**

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

- It suggests that black students are being integrated with white students.
- It may suggest that white students have accepted and even welcomed black students.
- It provides evidence that black students may have played a leading role in the lessons in the newly integrated classes.

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 not typical of developments after the Brown v. Topeka. It only provides evidence of integration in one school.
- The photograph provides a very positive image of school integration because it was published in a national newspaper in order to promote the success of the Brown v. Topeka decision.

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

- Within a year of the 1954 decision, over five hundred school districts in the North and South had desegregated.

- By 1957 more than 300,000 black children were attending schools that had formerly been segregated.

**Source C**

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

- The source suggests that there was strong opposition to the Brown v. Topeka decision from a significant number of members of Congress.
- The source claims that these opponents will use any legal methods they can to prevent an end to school segregation.
- The source claims that the existing system of segregation had been successful, creating peaceful relations between black and white Americans.

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:

- It provides evidence of the depth of opposition to integration from leading politicians.
- The purpose of the manifesto was to encourage opposition to the Brown v. Topeka decision; its use of language exaggerates the achievements of the segregated system by distorting the effects of integration.

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

- In the two years that followed the Brown v. Topeka Case, southern state legislatures passed more than 450 laws and resolutions aimed at preventing the Brown decision being enforced.
- In 1957, there were 2.4 million black southern children still being educated in Jim Crow schools.

Question		
<b>3 (b)</b>		<p>Study Interpretations 1 and 2. They give different views about the significance of the Brown versus Topeka Case (1954). What is the main difference between these views? Explain your answer, using details from both interpretations.</p> <p><b>Target:</b> Analysis of interpretations (how they differ). <b>AO4:</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>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>The interpretations are analysed and a key difference of view is identified and supported from them.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>A main difference is that Interpretation 1 emphasises the positive effects of the Brown v. Topeka Case on the Civil Rights Movement and segregation in schools. Interpretation 2, on the other hand, emphasises the negative reaction to the Brown v. Topeka case, especially in the Deep South where there was strong opposition to integration.</li> </ul>		

Question		
3 (c)		<p>Suggest <b>one</b> reason why Interpretations 1 and 2 give different views about the significance of the Brown versus Topeka Case (1954). You may use Sources B and C to help explain your answer.</p> <p><b>Target:</b> Analysis of interpretations (why they differ).  <b>AO4:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> <li>The interpretations may differ because they give different weight to different sources. For example, Source B provides some support for Interpretation 1, which stresses the positive effects of the Brown v. Topeka Case, while Source C provides some support for Interpretation 2 which emphasises the negative reactions to the Brown v. Topeka Case especially in the Deep South.</li> <li>The interpretations may differ because they are partial extracts: Interpretation 1 deals with impact of the case outside the Deep South; Interpretation 2 deals with reactions to the case in the Deep South.</li> <li>The interpretations may differ because the authors have a different emphasis, with Interpretation 1 dealing with the positive outcomes of the Brown v. Topeka Case and Interpretation 2 focusing on the opposition that emerged as a result of the case.</li> </ul>		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the significance of the Brown versus Topeka Case (1954)? 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.
1	1–4	<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>
2	5–8	<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>
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>
4	13–16	<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 judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li> </ul>
Marks for SPaG		
Performance	Mark	Descriptor
	0	<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	1	<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	2–3	<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	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>

**Marking instructions**

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

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

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

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

**Indicative content guidance**

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

The interpretation to be evaluated suggests that there were negative reactions to the Brown v. Topeka Case especially in the Deep South.

Relevant points from the provided material and own knowledge which supports the interpretation may include:

- Interpretation 2 supports the claim that there were negative reactions by providing evidence of opposition from public officials such as the governor of Georgia.
- Interpretation 2 supports the claim by showing that the Brown v. Topeka Case led to widespread local opposition in the South to the end of segregation in education and encouraged a terror campaign from the Kuk Klux Klan.
- That the Brown v. Topeka Case brought little progress in school integration is shown by the fact that by 1957 less than 12 per cent of the 6300 schools in the Deep South had been integrated.
- That the Brown v. Topeka Case encouraged widespread opposition in the Deep South is shown by the Massive Resistance campaign set up in Virginia to prevent school integration.
- The case encouraged widespread opposition in the Deep South as shown by events at Little Rock High School in 1957, where Governor Orval Faubus used National Guard troops to prevent the entry of nine black children to the school.

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

- Interpretation 1 states that the Brown v. Topeka Case led to the end of segregation in schools outside the Deep South.
- Interpretation 1 suggests that the Brown v. Topeka Case gave great encouragement to Civil Rights Movement and the use of legal methods to achieve their aims.
- The Brown v. Topeka Case brought progress because it led to the end of segregation in schools outside the Deep South in the years that followed the decision.
- After 1954, the Civil Rights Movement successfully used legal methods to challenge segregation in other everyday situations e.g. the Montgomery Bus Boycott of 1955–56.
- The Brown v. Topeka Case brought progress because it gave great encouragement to the use of legal methods, especially the subsequent use of the Supreme Court in later years to further challenge segregation.