

Results Mark Scheme Summer 2007

GCSE

GCSE History (1334 Paper 02)

B1: The Russian Revolution, c. 1910-24

(a) Study Source A. What can you learn from Source A about Nicholas II as Tsar?

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. Nicholas had no knowledge of men and was ignorant of politics.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that Nicholas was a weak Tsar because he had not been properly trained for his role and was very indecisive. It also suggests that he lost much support due to the events of 1905.

(3-4)

(b) Does Source C support the evidence of Sources A and B about Nicholas II as Tsar? Explain your answer.

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says it was not his fault that he was not a very good Tsar. Source A says that Nicholas was not able to make important decisions. Source B shows him celebrating 300 years of the Romanovs.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C seems to agree with Source A. Source C suggests that he was intelligent but ignorant of government matters. Source A suggests he was ignorant of politics and government. Source C seems to support Source B as Source C suggests he was popular in the years before which is shown by the crowd in B

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. as level 2 but extent of support. Strong support between C and B and some support between C and A as both suggest that it was not his fault that he was a weak Tsar but due to lack of preparation

(5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of discontent with the government of Russia in the years before 1914?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY.
RELIABILITY ONLY MAX. LEVEL 1.

Level 1: Simple statements about utility based on content OR nature of sources. e.g. Source D is not useful because it is only a moment in time. Source E is useful because it was said at the time.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source is useful because it shows the government reaction to strikes. In this case the police killed the strikers at Lena gold field. It is evidence of the continued repression of the Tsar's government. Source E is useful because it suggests that the government is doing very little and this is leading to support for revolutionary movements.

(4-6)

OR Developed explanation of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed explanation of one source in their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. Source D is a very good example of the repressive nature of the Tsarist government and would have done much to fuel opposition. However the photographer may have been selective and shown the worst possible scene. Source E is useful as evidence from a leader of one of the opposition groups set up after the 1905 Revolution. It suggests that this group has become disillusioned with the Tsarist government and highlights the growth of opposition. However Guchkov may have exaggerated the situation to increase support for the Octobrists.

(7-8)

(d) Study all the Sources.

'The main reason for the growth of opposition to the Tsarist government in Russia in the years before 1914 was the weakness of Nicholas II '.

Use these sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statement offering points using sources OR own knowledge OR both, e.g. Source A says that the Tsar lost popularity after Bloody Sunday

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As level 1 but uses knowledge of Tsar's actions and weaknesses

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Sources A and F OR may look at other reasons for the growth of opposition in Sources D, E or F and uses own knowledge OR may question the whether there was much opposition using Sources B and C.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on inter-action between variety of factors including the weakness of Nicholas II, the influence of Rasputin, the grievances of various groups and the aims of opposition parties.

(11-12)

B2: The War to End Wars, 1914-19

(a) Study Source A. What can you learn from Source A about what happened at the Battle of Mons?

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. The 160 German troops that left the wood had shrunk to 100.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that the Germans had gained much respect for the British due to the Battle of Mons. It also suggests that the battle was a great success for British tactics which forced the Germans to retreat .

(3-4)

(b) Does Source C support the evidence of Sources A and B about what happened at the Battle of Mons? Explain your answer.

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says that the Germans lost ten to one in casualties. Source A says that the Germans were being driven back. Source B shows British troops retreating.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C supports Source A as both suggest that the Germans suffered heavy casualties, ten to one in Source C and only 100 out of 160 who survived in Source B. Source C supports Source B as both suggest that the British retreated.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three source, e.g. as level 2 but extent of support. Not full support between Sources C and B as B suggests a British defeat whilst the tone of Source C suggests some success. Stronger support C and A although Source C suggests British retreat and Source A German retreat.

(5-6)

(c) Study Sources D and E. How useful are sources D and E as evidence of British attitudes towards Germany at the beginning of the First World War?

(8)

Target: Evaluation of sources for utility (AO2)

**NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY.
RELIABILITY ONLY MAX. LEVEL 1**

Level 1: Simple statements about utility based on content **OR** nature of the sources. e.g. Source D is not useful because it exaggerates. Source E is useful because it was said at the time.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the **NOP AND/OR** the content of the sources. e.g. Source D is useful because it suggests that Germany was a bully who was in the wrong for invading Belgium and the invasion will be resisted by the Belgians. Source E is useful because it suggests that the Germans have committed atrocities in Belgium but will eventually be defeated.

(4-6)

OR Developed explanation of the source(s) using **NOP** of the source(s) **OR** content.

**NB: Candidates who only use a developed explanation of one source in
Their answer cannot go above the bottom of Level 2 (max. 4 marks).**

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources **AND** content, e.g. sees provenance of both sources as critical. Source D is useful because it is a very good example of the propaganda used by the British in the early weeks of the war to win support for the war effort by stressing the need to support Belgium, wrongly invaded by the Germans. It would also be used to encourage men to volunteer. However, the cartoon does exaggerate the German position and Belgian resistance in order to create anti-German feeling. Source E is useful because it is by a leading member of the government reflecting the official view of German actions and suggesting the government was keen to encourage anti-German feeling, keep up morale and win support of the MPs by suggesting that the British will eventually win. However the language is deliberately emotive and the events possibly exaggerated to encourage anti-German feeling.

(7-8)

(d) *Study all the Sources. 'The main reason for the failure of the Schlieffen Plan lies in the actions of the British and French armies'.*
Use the sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source A shows that the Germans were pushed back
(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As level 1 but uses knowledge of activities the BEF in 1914.
(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Sources A, D and E OR may look at other reasons for the failure shown in Source F and uses own knowledge OR may question the part played by the British using Sources B and C and own knowledge.
(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on inter-action between variety of factors including the activities of the BEF, the changes made by von Moltke, the actions of the French and Belgians and events on Eastern Front
(11-12)

B3: Depression and the New Deal: the USA, 1929-41

(a) Study Source A. What can you learn from Source A about the Tennessee Valley Authority?

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. The TVA did not please everyone.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that the TVA was not popular with farmers because they would lose their land, big business due to fears it would threaten private enterprise and others who were convinced it would do little to help the area.

(3-4)

(b) Does Source C support the evidence of Sources A and B about the Tennessee Valley Authority? Explain your answer.

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says that there was change everywhere, Source B shows dams, power and chemical plants. Source A tells us that the TVA was not received well by everyone.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C seems to support Source B. Source C suggests that the TVA totally changed the area. Source B shows these changes with new dams, power and chemical plants. Source C does not support Source A as Source C stresses the achievements of the TVA whilst Source A suggests it would do little for the area.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. as level 2 but extent of support. Strong support between Sources C and B with the map showing the great benefits mentioned in Source C. Although strong differences on tone between C and A, C is the effects of TVA and A the opposition beforehand.

(5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of the work done by the Civilian Conservation Corps?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX LEVEL 1

Level 1: Simple statements about utility based on content **OR** nature of sources. e.g. Source D is useful because it was written at the time. Source E is not useful because it only shows a split second.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP **AND/OR** the content of the sources. e.g. Source D is useful because it gives evidence of the aims of the CCC to reduce the numbers out of work by 250,000 by putting them to work on reforestation. It also stresses the popularity of the scheme. Source E is useful because it shows the enthusiasm for the CCC from Roosevelt and some of the workers and highlights the active role played by the Roosevelt.

(4-6)

OR Developed explanation of the source(s) using NOP of the source(s)**OR** content.

NB: Candidates who only use a developed explanation of one source in Their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources **AND** content, e.g. Source D is useful as evidence of the propaganda used to promote the CCC but does possibly exaggerate the support for the scheme. Source E is also useful as evidence of government propaganda to illustrate the success of the scheme and also emphasise the role of Roosevelt. However, the photograph was obviously posed for, with all workers smiling and very content and may not be typical of all CCC workers. It shows little of the work the men did.

(7-8)

(d) *Study all the Sources.*

'The most successful aspect of Roosevelt's New Deal achievements was the Tennessee Valley Authority '.

Use the sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source C says it brought great changes to the area.

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As level 1 but uses knowledge of achievements of TVA to answer the question.

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Source B and further own knowledge OR may look at the importance of other New Deal policies using Sources D, E and F and own knowledge or may question achievements of TVA using Source A.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on success of a range of New Deal policies including alphabet agencies, banking and 'fireside' chats'.

(11-12)

