

Results Mark Scheme Summer 2007

GCSE

GCSE History (1335/02)

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SYLLABUS B PAPER 2 MARK SCHEME 2007

1. Parliamentary Enclosure and Its Effects, c.1790-c.1830

(a) *What can you learn from Source A about farming in villages before enclosure?* (4)

Target: Comprehension of a source. (AO2)

Level 1: Simple statements about waste of land or spread of weeds OR poor use made of commons or direct description of the source only. (1-2)

Level 2: Developed statements making inferences from the source or that clearly demonstrate understanding of wasteful system and need for cooperation with effective use of the source in support. Simplistic list Max 3. (3-4)

(b) *Do the Sources B and C support what source A says about agriculture before enclosure? Explain your answer using all three sources.* (6)

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

Level 1: Simple statements noting one area of support or several basic statements, such as the use of common land in all three or value shown in Source B N.B. candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements indicating areas of support or lack of it using all three sources e.g. identifies clearly lack of support in B and neutral view of map. Can comment on extent of support for top mark. (4-6)

(c) *How useful are these sources in helping you to understand who benefited from enclosure in the period after 1750?* (8)

Target: Making judgement relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statements about the sources regarding value simply as information contained e.g. they show the effect of enclosures on those who gained or lost out. (1-3)

Level 2: Developed statements on value of the sources making effective use of both sources using origin/content indicating value of sources OR can make inferences from the sources about value, e.g. a personal view of an enclosure commissioner and the other a map or similar. Max 4 for one source only. Max 5 for responses that fail to discuss value in context. (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. information about one enclosed village only negative side mentioned in E. Possibly will comment on value of Arthur Young as agricultural commentator. (7-8)

(d) *Parliamentary enclosure in the period 1750-1830 caused little hardship to all those involved in agriculture.*

Use the sources, and you own knowledge, to explain whether you agree with this view of the effects of Parliamentary enclosure. (12)

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

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. some effects such as more work and greater profits or indicates areas where some people suffered. (1-3)

Level 2: Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate ways in which enclosure had great effect on communities, will indicate that there was suffering. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3: Developed explanation giving a judgement making confident use of sources and supported by appropriately selected knowledge e.g. understands that the issue is not simplistic that effects greater in some areas than other but overall can explain economic and social gains and losses. (7-10)

Level 4: Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the concept of balance and can place effects both benefits and losses in context economically, socially or geographically. Focuses specifically on communities and can indicate both extent and relative effects.

(11-12)

2. Poverty and Poor Relief, c.1790-1850

(a) *What can you learn from Source A about the effects of the Speenhamland System of poor relief?* (4)

Target: Comprehension of a source (AO2)

Level 1: Simple statements about either wages being kept low or was abused. (1-2)

Level 2: Developed statements making inferences from source OR shows clear understanding of several identified weaknesses e.g. kept wages low and encouraged rioting and did not encourage work. Simplistic list of details max 3. (3-4)

(b) *Do Sources B and C support what Source A says about the effects of the Speenhamland System? Explain your answer using all three sources.* (6)

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

Level 1: Simple statements noting one area of support or several basic statements, such as encourages abuse and violence in Sources A and B or kept wages low and poverty. N.B. candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements indicating areas of support or lack of it in all three sources such as bad effect on the poor identified in all three sources but can indicate other areas where support is more questionable. Can comment on extent of support for top mark. (4-6)

(c) *How useful are these sources in helping you to understand people's reactions to the Poor Law Amendment Act of 1834?* (8)

Target: Making judgement relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statements about the sources regarding value simply as information contained e.g. shows a riot and good labourers. (1-3)

Level 2: Developed statements on value making effective use of both sources in terms of origin/content indicating value of sources OR can make inferences from the sources about value, e.g. a drawing of the period or an official report from one Union. Can make some comment on possible limitations. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. elements of bias and only indicates one workhouse or incident. (7-8)

(d) *'The New Poor law provided a fair system of poor relief for all people'*

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of the Poor Law Amendment Act of 1834. (12)

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

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. it saved money and put fear into paupers or no it was inhumane treated people like animals. (1-3)

Level 2: Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where the new law worked and can compare with previous systems but can also comment on areas where conditions got worse for the poor. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3: Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. understands areas of success of the new measure and benefits for tax payer others where the New Poor Law was clearly cruel with examples. (7-10)

Level 4: Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. can make a balanced evaluation of both sides of the argument.

(11-12)

3. The Chartist Movement, c.1830-1850

(a) *What can you learn from Source A about the leaders of the Chartist movement?* (4)

Target: Comprehension of a source. (AO2)

Level 1: Simple statements about different views on the use of force or violence. Basic identification of moral/physical force. (1-2)

Level 2: Developed statements making inferences from source OR that clearly show understanding of above. For the top mark should make more effective use of the source in support e.g. Lovett's views on the value of education. (3-4)

(b) *Do Sources B and C support what Source A says about divisions over the methods used by the Chartists? Explain your answer using all three sources.* (6)

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

Level 1: Simple statements or sound basic statements indicating one area of support such as shows violence in Source B and threats of violence in C. N.B. candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements indicating areas of support or lack of it in all three sources, e.g. shows use of violence in B but more balanced view in Source C. A and C talk of violence and moral force whereas B shows just violence. Can comment on extent of support for top mark. (4-6)

(c) *How useful are these sources in helping you understand the methods used by the Chartists?* (8)

Target: Making judgement relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statement about the sources as information regarding value simply as information contained e.g. *both show use of moral force or peaceful methods.* (1-3)

Level 2: Developed statements on value making use of both sources in terms of origin/content indicating value of sources OR can make inferences from the sources about value, e.g. one by an opponent of the Physical force and a major Chartist leader the other a drawing of the time. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one from an opponent of O'Connor who stresses the need for using peaceful methods. The other a rather idealistic depiction (7-8)

(d) *'the only reason Chartism failed was because of the violent methods used by its supporters.'*

Use the sources, and your knowledge, to explain whether you agree with this view of . (12)

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

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. yes violence put people off or no other reasons. (1-3)

Level 2: Developed statements offering points in support of a view for/against using sources OR appropriately selected knowledge e.g. giving possible reasons to support either view or more balanced account. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. Reasons why Chartism failed Max Level 2. (4-6)

Level 3: Developed explanation giving a judgement making confident use of the sources supported by appropriately selected knowledge e.g. can argue a balanced view yes and no violence alienated much support but other factors were at work. (7-10)

Level 4: Sustained argument giving a reasoned judgement that makes effective use of the sources as evidence supported by precisely selected knowledge e.g. that indicates a balanced view that is able to evaluate extent. Shows awareness of a range of possible interpretations not simply a one-dimensional response. (11-12)

4. The campaigns for factory and mines reform, c.1800-1880

(a) *What can you learn from Source A about factory conditions for pauper apprentices in the early nineteenth century?* (4)

Target: Comprehension of a source. (AO2)

Level 1: Simple statements about employment of children in the mill or poor treatment. (1-2)

Level 2: Developed statements making inferences from source OR that clearly show understanding of hours worked, limited pay and risk of accidents and makes more effective use of source. (3-4)

(b) *Do Sources B and C support Source A says about conditions for children working in factories? Explain your answer using all three sources.* (6)

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

Level 1: Simple statements of support noting one area of support or several basic statements such as employment of children and poor conditions. N.B. candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks).

Level 2: Developed statements indicating areas of support or lack of it in all three sources. Is able to make some attempt to address the issue of extent, e.g. Source C does not give a bad impression of conditions etc. Expect references to good conditions in source C. Can comment on extent of support for top mark. (1-3)
(4-6)

(c) *How useful are these sources in helping you understand different attitudes to child labour?* (8)

Target: Making judgement, relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statements about the sources as information at face value supported by some knowledge e.g. both of them show or mention conditions but E is saying they are not bad

Level 2: Developed statements on value making use of both sources in terms of origin/content indicating relative value of sources OR can make inferences from the sources about value, e.g. both from the time and both are biased. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (1-3)
(4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one from a critic hostile to the use of children in factories and exaggerated the other biased in support of the present system a mill owner. (7-8)

- (d) *'Factory conditions for child workers in first half of the nineteenth century were always bad.'*

Use the sources, and your own knowledge, to explain whether you agree with this view of factory conditions for child workers in this period. (12)

Target: Making judgement about an interpretation, relating analysis of sources to contextual knowledge. (AO3) (1-3)

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. yes because owners out to make a profit or some were good.

Level 2: Developed statements offering points in support of view using sources OR relevant knowledge e.g. that children were banned from working in factories like Owens's and hours limited. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3: Developed explanation giving a judgement making confident use of the sources supported by appropriately selected knowledge e.g. understands that a range of condition were experienced Owen not alone in treating children well but can also comment on extent. Can show some knowledge of improvements brought about by Acts of Parliament (7-10)

.Level 4: Sustained argument giving a reasoned judgement that makes effective use of the sources as evidence supported by precisely selected knowledge e.g. evaluation of a range of conditions and can comment on changes over the period.

(11 -
12)

5. The campaigns for women's suffrage, c.1870-1918.

- (a) *What can you learn from Source A about Queen Victoria's attitude to women being given the vote?* (4)

Target: Comprehension of a source (AO2)

Level 1: Simple statements about the author's view against Womens Rights. (1-2)

Level 2: Developed statements making inferences from the source OR that clearly show understanding of the reasons given in terms of the differences between the sexes women being the weaker sex (3-4)

- (b) *Do Sources B and C support what Source A says about women and the vote? Explain your answer using all three sources* (6)

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

Level 1: Simple statements noting one area of support or several basic statements such as recognition of the fact that women did not want or need the vote in Sources A and B, or generalised comment. N.B. candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements indicating areas of support or lack of it in all three sources, e. g. notes that Source C talks about problems arising from women not having the vote and the obvious need to have it which contradicts the views shown in the other two sources. Can comment on extent of support for top mark. (4-6)

- (c) *How useful are these sources in helping you to understand the reactions to suffragette activities?* (8)

Target: Making judgement relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statements about the sources as information regarding value simply as information contained e.g. shows use of militant methods or how to attack a policeman. (1-3)

Level 2: Developed statements on value making use of both sources in terms of origin/content indicating value of sources OR can make inferences from the sources about value, e.g. one from a suffragette and the other on how suffragettes should defend themselves. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of each source as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. bias as both by suffragettes one year later the other a staged photograph. (7-8)

(d) *'The methods used by the suffragettes were the only reason why people opposed giving women the vote in the years to 1914.'*

Use the sources, and your own knowledge, to explain, whether you agree with this view of the impact of the effects of suffragette activity. (12)

Target: Making judgement about an interpretation of an issue, relating analysis of sources to contextual knowledge. (AO3)

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. yes put people off idea of giving women the vote. Traditional views of the role of women still strong. (1-3)

Level 2: Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where the suffragette activity or can explain why these worked against the cause of women. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3 Developed explanation giving a judgement making confident use of sources and/or supported by appropriately selected knowledge e.g. how other factors such as attitudes to women -the division of the spheres or many women not interested. Opposition of political parties and fear of change. Can place suffragette action in context.

(7-10)

Level 4: Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding and evaluation of relative importance of range of factors involved.

(11-12)

6. The impact of cinema, radio and television since 1918

- (a) *What can you learn from Source A about the development of television in the 1920s and 1930s?* (4)

Target: Comprehension of a source (AO2)

Level 1: Simple statements about first pictures or poor pictures. (1-2)

Level 2: Developed statements making inferences from the source OR that clearly show understanding of problems involved such as role of Baird and technical problems. More effective use is made of the source in support. (3-4)

- (b) *Does the evidence of Sources B and C support what Source A says about the development of television? Explain your answer using all three sources.* (6)

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

Be Generous

Level 1: Simple statements noting one area of support or several basic statements such as difficulties mentioned in A also shown in B but C shows a more modern set. N.B. candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements that can indicate areas of support or lack of it in all three sources, e.g. Source C shows a set that is an improvement on earliest models and Source B also talks of new developments. Can comment on extent of support for top mark. (4-6)

- (c) *How useful are these sources in helping you to understand the effects of television on cinema attendance from the 1920s to the 1980s?* (8)

Target: Making judgement relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statement about the sources as information regarding value simply as information contained e.g. shows decline of the cinema. (1-3)

Level 2: Developed statements on value making use of both sources in terms of origin/content indicating value of sources OR can make inferences from the sources about value, e.g. though only D links this with TV but E based on statistics. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one gives details of decline but doesn't explain it the other provides reasons. (7-8)

(d) *'Television has had little effect on leisure habits in Britain in the years since 1928.'*

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of television on British society. (12)

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

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. how much time spent watching TV and early decline of the cinema or decline of other forms of entertainment. (1-3)

Level 2: Developed statement offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where the television has had a role but can comment on both extent of effect. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4 -6)

Level 3: Developed statements giving a judgement making confident use of the sources supported by appropriately selected knowledge e.g. can make some attempt to evaluate balance between how much change in pattern of leisure due to TV or other influences. Can make some evaluation of extent and possibly value of effects. (7-10)

Level 4: Sustained argument giving a reasoned judgement that makes effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of a range of areas where TV has influenced leisure activities. Can make some evaluation of the extent to which TV has impacted of society across a range of areas.

(11-12)

7. The impact of the Great Depression on Britain, c.1929-1939

(a) *What can you learn from Source A about social and economic conditions in Britain in the 1930s?* (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the sources at face value, e.g. people were unemployed but some areas of the economy grew. (1-2)

Level 2: Developed statements making inferences from the source OR that clearly show understanding of the relative scale of effects, unemployed badly affected but others were much better off with a higher standard of living. (3-4)

(b) *Do Sources B and C support the evidence of Do Source A about social and economic conditions in Britain the 1930s? Explain you answer using all three sources.* (6)

Target: Comparison and analysis of sources (AO2)

Level 1: Simple statements noting one area of support or several basic statements e.g. B shows new quality housing backs up prosperity in A and C also shows rising standard of living and prosperity. N.B. candidates who only refer to 2 sources cannot go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements that indicate areas of support or lack of it in all three sources, e.g. A suggests that the effects of the Depression were very varied this is also shown in Source C though B only shows one side of the picture. Can comment on extent of support for top mark. (4-6)

(c) *How useful are these sources in helping you understand the effects of the Depression on Britain in the 1930s?* (8)

Target: Utility of sources (AO2)

Level 1: Simple statements on value about the information contained in the sources, e.g. D shows differences in effects of the depression in industrial and rural areas and E a hunger march. (1-3)

Level 2: Developed statements on value making use of both sources in terms of origin/content, indicating value of sources OR can make inferences from the sources about value, e.g. a contemporary view but from a novelist the other a staged photograph Can comment on possible value/limitations of each source. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. D is from a book written in 1937 by a novelist. Can see the possible role of propaganda in the photograph in E. (7-8)

(d) *'The 1930s were a period during which all areas of Britain enjoyed economic prosperity.'*

Use the sources, and your own knowledge, to explain whether you agree with this view of Britain in the 1930s. (12)

Target: Assessment of interpretation in context (AO3)

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge, e.g. no because evidence in the sources to sources show that poverty was severe in some areas, others suggest that life was getting better etc. (1-3)

Level 2: Developed statements offering points in support of the view using sources OR relevant knowledge, e.g. in the 'old' industries there was mass-unemployment, this is shown in A, B D and E but other these and some other sources tell of different impact in some areas. Can make some comment on these variations. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2. (4-6)

Level 3: Developed explanation giving a judgement making confident use of the sources supported by appropriately selected own knowledge, e.g. the effects of the Depression could be very severe in some areas of the country where the concentrated 'old' industries were the main sources of employment; Other evidence shows that for many people the 1930s was a time of relative prosperity, this was brought about by the emergence of the 'new' industries in the south-east and Midlands etc. Can make some explanation of the extent of impact. (7-10)

Level 4: Sustained argument giving a reasoned judgement that makes effective use of the sources as evidence supported by precisely selected own knowledge, e.g. in a sense the depression did have the same effects on people all over Britain, wages and prices fell and all areas suffered from higher unemployment and, worst effects may have been only in certain areas and industries. Economic growth yes but not uniformly and not in some areas. (11-12)

8. The impact of the Second World War on British Society to c.1951.

(a) *What can you learn from Source A about government control of industry?* (4)

Target: Comprehension of a source. (AO2)

Level 1: Simple statements about the taking over some industries and banning strikes.

Level 2: Developed statements making inferences from the source OR that clearly shows understanding of action taken and possibly reasons for it. Can comment on the fact that mines were not included. (1-2)
(3-4)

(b) *Does the evidence of Sources B and C support the view given in Source A of government control of Industry? Explain your answer using all three sources.* (6)

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

Level 1: Simple statement noting one area of support or several basic statements such as Source A efforts to ban strikes but B shows lots of them and not all measures worked in C. N.B. Candidates who only refer to 2 sources can not go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements indicating areas of support or lack of it in all three sources, e.g. can cite comment on the rising number of strikes in b and partial success in C. Can address issue of extent for top mark. (4-6)

(c) *How useful are these sources in helping you to understand how the government tried to get people to support the war effort?* (8)

Target: Making judgement relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statement about the sources regarding value simply as information contained e.g. shows an advertisement encouraging women to grow vegetables to help the war effort and hopes for a better world after the war. (1-3)

Level 2: Developed statements on value making use of both sources in terms of origin/content indicating value of sources OR can make inferences from the sources about value, e.g. one an advertisement the other an extract from wartime film. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence. Can comment both in terms of positive aspects of each source and possible limitations in context e.g. one an advert with a drawing the other a film made for propaganda purposes. (7-8)

(d) *'The role played by the government had little impact on people's lives in Britain during the Second World War.'*

Use the sources, and your own knowledge, to explain whether you agree with this view of the. (12)

Target: Making judgement about an interpretation of an issue; relating analysis of sources to contextual knowledge.(AO3)

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. can use sources to show how government action directly affected peoples lives banning strikes and war work etc. (1-3)

Level 2: Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can indicate areas where life was changed, conscription and rationing. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2 (4-6)

Level 3: Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. can evaluate relative effect of effects of government action. (7-10)

Level 4: Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of impact of government measures across range of areas the areas and can place these in context waging Total War. Can make clear attempt to address the question of 'extent' and 'in what ways'. (11-12)

9. Race Relations in a multi-cultural society since 1945

(a) *What can you learn from Source A about reactions to immigrants after the Second World War?* (4)

Target: Comprehension of a source. (AO2)

Level 1: Simple statements about comments on, name and foreign food was horrid or direct use of the source only. (1-2)

Level 2: Developed statements making inferences from the source OR that clearly show understanding of the source and can give several examples of comment made that were negative about his polish background. (3-4)

(b) *Does the evidence of Sources B and C support what Source A says about reactions to immigrants? Explain your answer using all three sources* (6)

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

Level 1: Simple statements noting one area of support or several basic statements such as mention of negative comments made in all three sources. N.B. Candidates who only refer to 2 sources can not go above the top of this level (max 3 marks) (1-3)

Level 2: Developed statements noting areas of support or lack of it in all three sources e.g. can indicate discrimination shown in all three sources but less hostility shown in A and B in comparison to C. Can comment on extent of support for top mark. (4-6)

(c) *How useful are these sources in helping you understand race relations in Britain since 1980?* (8)

Target: Making judgement, relating analysis of sources to contextual knowledge. (AO2)

Level 1: Simple statement about the sources as information at face value supported by some knowledge e.g. shows wealthy Asian at Ascot or views on race.

Level 2: Developed statements on value of the sources making effective use of both sources using origin/content OR can make inferences from the sources about value, e.g. Photograph showing one person and other from opinion poll in one newspaper. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (1-3) (4-6)

Level 3: Developed explanation making effective use of the nature, origin or purpose of the sources supported by appropriately selected knowledge. Critical assessment based on the use of sources as evidence, shows specific understanding of content but also the context of the sources such as when and why produced. Sees limitations but can also see value. (7-8)

(d) *'There has been little improvement in race relations since the 1950s.'*

Use the sources and your own knowledge, to explain whether you agree with this view of race relations since the 1950s.

(12)

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

(1-3)

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. still present in society despite efforts or much less because of legislation or changes in attitude etc.

Level 2: Developed statements offering points in support of a view using sources OR relevant knowledge e.g. can clearly indicate areas where relations between different groups have improved or areas where tensions and discrimination persist. Can make some attempt to balance answer. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2

(4-6)

Level 3: Developed statements giving a judgement making confident use of sources and supported by appropriately selected knowledge, e.g. understands that the issue is not one sided and can explain both the improvements and continuity as a result of efforts made of both discrimination and areas where it has improved with some use of own knowledge.

(7-10)

Level 4: Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. shows clear understanding of the concept of balance and can place improvements and areas that still need attention in context. Can make some evaluation of extent.

(11-12)

10. Northern Ireland c. 1964-1996

- (a) *What can you learn from Source A about the situation in Northern Ireland in 1972?* (4)
- Target: Comprehension of source (AO2)
- Level 1: Simple statements about the crisis such as riots and armed groups on both sides etc. (1-2)
- Level 2: Developed statements making inferences from the source OR clearly understanding the source such as action and reasons for it. Can comment possibly on rise in tensions etc. (3-4)
- (b) *Do Sources B and C support the evidence of Source A about the use of violence in Northern Ireland? Explain your answer using all three sources.*
- Target: Comparison and analysis of sources (AO2)
- Level 1: Simple statements noting one area of support OR several basic statements such as all show or mention violence, A and B and C agree but C also examines the role of the army. N.B. Candidates who only refer to 2 sources can not go above the top of this level (max 3 marks). (1-3)
- Level 2: Developed statements noting areas of support or lack of it in all three sources, e.g. Source A and C comment on hostility to “British occupation etc. Can comment on extent of support for top mark. (4-6)
- (c) *How useful are these sources in helping you to understand the effects of the general strike in Northern Ireland in 1974?* (8)
- Target: Utility of sources (AO2)
- Level 1: Simple statements using the sources regarding value simply as information contained, e.g. shows a lorry being seized or attacks the strikers in E etc. (1-3)
- Level 2: Developed statements on value making effective use of both sources in terms of origin/content indicating value of sources OR can make inferences from the sources about value, e.g. one photograph of one incident or the other a speech from the Prime Minister. Max 4 for one source only. Max 5 marks for responses that fail to discuss value in context. (4-6)
- Level 3: Developed explanation of value that makes effective use of the sources as well as original nature and purpose is sustained by appropriately selected knowledge of relative value. Shows specific understanding of content but also the context of the sources such as when and why produced. Could show some knowledge of potential bias and certain anger in Source E but can also see value. (7-8)

- (d) *'The use of violence by both Protestant and Catholic para-military groups achieved nothing in Northern Ireland in the period to 1980'*

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

(12)

Target: Assessment of interpretation in context (A03)

Level 1: Simple statements indicating yes or no with limited use of sources or own knowledge e.g. can use sources to show violence and how this made peace less likely etc.

(1-3)

Level 2: Developed statements offering points in support of a view using sources OR relevant knowledge, e.g. yes violence helped create desire to see change in some areas of the population but also awareness of continued problems and conflicts and fear fuelling more distrust and hatred but some attempt at balance. Candidates who use EITHER only their own knowledge OR only implicit use of sources cannot go above level 2.

(4-6)

Level 3: Developed explanation giving a judgement making confident use of sources supported by appropriately selected knowledge e.g. although violence has continued can indicate positive areas in recent years and areas of cooperation between Catholics and Protestants.

(7-9)

Level 4: Sustained argument giving a reasoned judgement making effective use of the sources as evidence supported by precisely selected knowledge e.g. the sources suggest that little had been achieved but violence has produced efforts at reform such as the Peace Movement and other developments in search of a peaceful solution at the end of the century.

(10-12)

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