

Examiners' Report
June 2019

GCSE History 1HI0 11

Question 1

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way an historian follows up an enquiry but it is nested within the context of the Thematic Study and therefore knowledge of the specific context is expected.

Most candidates discussed trench foot and trench fever but other examples were offered such as dysentery. Shell-shock or PTSD was also named by a large number of candidates and this was accepted as the condition often developed in the trenches from the circumstances of constant bombardment but answers which focused on battle injuries missed the point of the question, which asked about illness arising from the conditions in the trenches. The prevalence of rats was another valid point if it was linked to disease.

It should be noted that the feature identified should be something characteristic of the topic and that having identified a feature, candidates should add further details which will explain the feature or provide context; answers which listed four disconnected points of information were limited to a maximum of two marks. When candidates had written two sentences for each feature, it was easy for examiners to identify and reward the feature and the additional detail; if the answer consisted of just one sentence it was sometimes hard to distinguish whether additional detail had been provided.

There were also a number of answers which tried to use the same point as two separate features, for example lack of hygiene and dirty conditions.

Candidates should use the mark and the space in the answer booklet as a guide for the length of their answer. An answer that continued beyond the lined space was often wasting time – in many cases, the answer had already scored the full 4 marks and no further marks could be awarded. Where the candidate was unsure about the answer, the additional comments were usually irrelevant. It was very rare for additional comments to gain any marks.

about the information contained in the source that was presumed to be useful because it was relevant to the enquiry, listing limitations in the content coverage or asserting that a source was limited because it is biased. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the source, weighing the value of the content in the light of the provenance and the candidate's own knowledge. The criteria could be accuracy, reliability, the relevance of the source, the way it could be used by the historian, how representative the source is etc.

High level answers about Source A weighed the insight to be gained from his position as captain and the personal nature of the letter against the possibility of censorship or his reluctance to upset his family. For Source B, candidates recognised that the painting was based on personal knowledge but considered whether its purpose affected the accuracy of the portrayal.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Candidates who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

Question 2 (a)

It is important to note that the question asks about the usefulness of a source for a specific enquiry, in this case, an enquiry into the work of the stretcher bearers.

Candidates found the sources accessible and could make a number of points about the usefulness of the content and their provenance. Sometimes the judgement of utility was based on the simple assumption that any information about stretcher bearers would be useful to an historian but at Level 3, answers were clearly focused on the usefulness of the sources for showing the nature of the stretcher bearers' work.

When considering provenance, there were a number of generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred), about Source A being reliable because it came from the time under investigation or that the date of the painting (after the war) made it unreliable. These comments could be made without any reference to the individual source and therefore remained at Level 1. At Level 2, a more developed explanation was provided, for example focusing on the purpose and intended audience of Source A which was a letter written to his family and therefore the Captain might not have included the problems or horrors that he encountered in order to avoid worrying his family. It was pleasing to see comments on Source B which went beyond the comment that the artist might be biased and suggested that as the artist had been commissioned to produce the painting, he might want to 'glorify' the work of the stretcher bearers.

At Level 3, comments need to show the effect of the provenance on the usefulness of the source content, for example linking the fact that he was writing to his family to examine the specific content of his letter. Strong answers recognised that the details were probably accurate but the focus was on the tiring nature of the work rather than the danger involved.

Most candidates offered valid comments about the sources' content and many also made valid comments about the provenance of the sources. However, some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Contextual knowledge could be used to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation. At Level 3, contextual knowledge should be used in the process of reaching a judgement and not simply provided as information.

There was a very small number of answers which only considered one source. Every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned - sources were not produced in order to be used by historians and they should not be dismissed because they do not cover every detail that might be useful in an investigation. If the answer identified omissions from the source as limitations on its usefulness, there should have been an explanation of why these details could have been expected from this source. Candidates should also recognise that it is not enough to repeat a detail from the source and assert that this can be confirmed from the candidate's own knowledge - some additional detail is needed as a demonstration of that own knowledge.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness for the specific enquiry of the evidence in each source. The best answers went beyond statements

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

How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front?

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

(8)

Source A ~~is~~ is a letter describing the difficulty stretcher bearers faced when collecting the wounded. This is useful for an enquiry into the work of the stretcher bearers as it tells us details on how many men were wounded 'I led a search for more wounded'. The source also tells us of the difficult conditions ~~in~~ ^{when} transporting the men 'awful work getting them out'. During WWI medical assistance was limited especially due to the muddy terrain that the stretcher bearers had to travel through. However the source is limited. There is no photographic evidence that these events took place. Also this source only shows one person's point of view 'written by a captain'. The nature of the source is useful as it gives us a personal insight into the work of a stretcher bearer. ~~The~~ Also the person who wrote the source was a ~~by~~ 'captain' so had a lot of experience. Also it was sent in '1915' so his memory would be very vivid. In conclusion Source A is quite useful for an enquiry into the work of stretcher bearers.

Source B shows ~~an image~~ ^{a painting} of stretcher bearers collecting the wounded from the front line. This is



The analysis of Source A reaches Level 3. There is a thorough analysis of content linked to contextual knowledge and with a consideration of the effect of provenance. A judgement is offered on the source's usefulness.

The analysis of Source B also reaches Level 3. It analyses the content of B and links this to contextual knowledge and places this in the light of its provenance to reach a judgement on usefulness.

Secure Level 3 for each source, produces a mark at the top of the level.



Don't just focus on what can be learned from the source content. Link the content to the provenance and to contextual knowledge.

(b) Study Source A.

How could you follow up Source A to find out more about the work of the stretcher bearers on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

When the captain says ~~to 'led a search for more wounded'~~ 'we got our last wounded to safety at Ham the next morning'

Question I would ask:

How long did searches take on average each day by the RAMC?

What type of source I could use:

Official war records of ~~a~~ searches ~~of the~~ by the RAMC.

How this might help answer my question:

It would show how long searches took each day. Allowing me to find the average time the searches took.



A detail has been selected from Source A which is then the starting point for a broader enquiry into the work of stretcher bearers.

It is reasonable to suggest that the RAMC would keep records of the searches for the wounded and the explanation shows how such information could be used to work out the average time spent and therefore provide an answer to the proposed question.



Make sure the final section explains **how** the information in the suggested source could be used to answer the proposed question; don't just say that the source would provide information to answer the enquiry.

Question 3

This was a straightforward question and many candidates wrote confidently about the shift from a belief in miasma, the Four Humours or spontaneous generation, to a more scientific understanding of the cause of illness based on knowledge of microbes or of genetic or lifestyle problems.

However, a sizeable minority asserted that the main belief about the cause of illness in the years c1700-c1850 was the idea that God had sent illness or a belief in the supernatural. Others were unsure of the date of Pasteur's germ theory and thought that people understood about microbes in the period c1700-c1850. This meant that the difference being identified was invalid and it was difficult to award many marks even when the knowledge of one set of ideas about the cause of illness was very detailed, if that information was not being used to support a difference. Some answers strayed from the focus on ideas about the cause of disease and included details about prevention or treatment. For example, some answers compared the idea of miasma with vaccination or Salvarsan 606.

Candidates should aim to explicitly identify a difference in the ideas of each period and then offer evidence from both periods to provide support. For example, the difference could be the shift from the rational explanation of illness, based on empirical evidence about the link between hygiene and health, to a scientific understanding of microbes causing disease or inherited genetic conditions.

Some answers simply juxtaposed ideas about the cause of illness from the two periods without actually saying what the difference was. In other cases, the supporting information was unbalanced, describing the situation in one period and simply stating that it was different in the other period. Some answers offered a range of points about each period but these were not linked and therefore they merely offered information about the two periods rather than identifying a difference. The answer does need to explicitly identify the difference and then offer evidence from both periods to provide support.

While many candidates scored the full four marks, some wrote far too much. Answers providing details on the Four Humours, Pasteur's germ theory or healthy lifestyle campaigns demonstrated excellent knowledge in support of a valid comparison but could not be rewarded beyond four marks and possibly the time taken here affected the completion of the longer answers which carried more marks.

1 Describe **two** features of ill health among soldiers that arose from the trench environment.

Feature 1

One key feature of ill health among soldiers was trench foot. This was a very dangerous disease caused by wet damp conditions inside the trench. If it was not treated quickly the gangrene could spread.

Feature 2

Another key feature of ill health among soldiers was diarrhoea. This was due to soldiers drinking unhygienic and dirty water and eating out of date or mouldy foods.



Two valid features are identified: trench foot and diarrhoea; in each case the link between conditions in the trenches and the illness is explained.



Use separate sentences to identify the feature and to provide additional detail, so that the examiner can see why two marks should be awarded for each feature.

very useful as it gives us a visual representation of the experience of stretcher bearers. The image shows many stretcher bearers carrying a wounded man. In WWI many stretcher bearers were needed for one person to ensure the wounded could be carried without being jostled. Also so they could look out for shell explosions as it was very dangerous.

However this source is limited as it only shows the stretcher bearers at one point during their work. It does not allow the ~~reader~~^{viewer} to understand how they continue their journey.

The nature of the source is a painting. This is not very useful as it ~~did not~~ ~~have~~ the events shown did not happen for definite - so is less reliable.

The painting could be exaggerated ~~to show~~ so ~~it~~^{it's} not very useful. However the painter did ~~serve~~ work in the RAMC in November 1915 so had experience as a stretcher bearer. In conclusion the source is not very useful for an enquiry into the work of stretcher bearers.

To conclude Source A is much more useful as it is a detailed insight into the ^{work} life of the stretcher bearers.

3 Explain **one** way in which ideas about the cause of illness in the years c1700–c1850 were different from ideas about the cause of illness in the years c1900–present.

People ~~did~~ believed disease and illness came from miasma in the years c1700–c1850 which is bad smells which is proven to be wrong as from c1900–present people have now realised illness and disease is caused by bacteria and germs which was scientifically proven by Robert Koch.



The answer identifies a valid difference in the beliefs about miasma and bacteria as the cause of disease. Supporting detail is offered to explain the idea of miasma and to show that Koch identified the microbes causing several diseases



Make sure supporting detail is offered about each of the periods named in the question.

Question 4

The Renaissance period seems well-known and candidates produced detailed explanations of the work of Vesalius and Harvey, showing how their experiments proved that some of Galen's ideas were wrong and therefore his authority as the basis of medical training began to be challenged.

Many answers linked these discoveries to the development of the printing press, showing that ideas could spread more quickly and that the Church's control declined. These answers also often stressed that this progress was in knowledge of anatomy and physiology rather than understanding the cause and treatment of disease. Where comments on the printing press were unsupported with specific examples, it was difficult to display high-level analysis. Generalisations about the role of the printing press in advancing medical knowledge often over-stated its importance, assuming that the general public bought medical texts and that accurate knowledge about the cause and treatment of disease was now widely available.

It was particularly pleasing to see a number of answers which were knowledgeable about the work of Sydenham. Comments included his emphasis on studying the symptoms of disease and his differentiation between measles and scarlet fever and also the fact that his book became the standard medical text in the late 17th Century.

The declining authority of the Church was seen as a key factor in the progress of medical knowledge. Weaker answers tended to state that the decline in the Church's authority allowed Galen's ideas to be challenged but stronger answers explained that dissections were performed more often, undermining reliance on Galen and leading to medical training being changed. Other points were made about the work of the Royal Society encouraging investigation and sharing knowledge although some candidates assumed this was a medical society and also that the general public were conversant with the Society's published transactions.

It was pleasing to see that a number of answers were awarded full marks and it was noticeable that many of these were relatively concise. These candidates had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive while some answers that were very detailed and had excellent knowledge, did not develop the analysis of causation.

4 Explain why there were improvements in medical knowledge in the years c1500-c1700.

(12)

You may use the following in your answer:

- Thomas Sydenham - symptoms ^{observing} ^{relieve}
- the printing press 1440 - RS 1660

You must also use information of your own.

Vesalius
Jonsone ①
Chemical
preserves
or the fabric

The most significant reason to the improvements in medical knowledge between 1500-1700 was the increased communication of ideas. In 1660, the Royal Society was founded, this meant that scientists could talk about ideas and share their beliefs together. This was significant as people began to question older ideas ~~about~~ ^{from} Hippocrates and Galen which sped up the rate of change of cause and treatment of disease were tested through individuals like Sydenham and Vesalius. Communication of ideas also began across the general public leading to increased medical knowledge through the introduction of the Printing press in 1440 which continued to be used through 1500-1700. This increased the need of literacy, meaning education was valued and people began to become literate and willing to question ideas. This was significant as medical knowledge therefore increased as people wanted evidence for new medical theories, which led to ~~the~~ ~~stopping~~ stemming away from theories like the

4 humours from Hippocrates and Galen.

The second most significant reason was due to the work of Vesalius. He increased medical knowledge as he disproved Galen's theories like how the jawbone was 2 bones; ~~it~~ he realised that it was one. This improved medical knowledge as people accepted, due to their want of rational explanations following the Printing Press, that Galen's work was incorrect. Due to the decline in the Church's power following the Dissolution of Monasteries in 1536, Vesalius performed dissections of deceased prisoners. He emphasized that Galen's work was incorrect due to how he dissected animals, not humans. This increased medical knowledge as dissections of human corpses were used ~~then~~ ~~within~~ within training of physicians so treatments could be made surrounding human anatomy. This is not as significant as increased communication, as without this, Vesalius wouldn't be prompted to dissect.

The next significant reason to why there was improvements in medical knowledge was due to the work of Sydenham. Sydenham emphasized the importance of observing symptoms when deciding

treatments and published his findings in his book *Observations Medicae*. This was significant as it meant disease stopped being generalised and emphasized how there was a wide range of causes and treatment per disease. Sydenham was also inspired by the work of the Royal Society and Printing Press to go out and question disease.*

Overall, I think the most significant reason for improvements in medical knowledge was the increased communications as people questioned what they were told and it led to breakthroughs by individuals.

* However, this is not as significant as other factors



ResultsPlus
Examiner Comments

The answer reaches Level 4 for Assessment Objective 2 (analysis), with a sustained focus on the question throughout the answer.

Assessment Objective 1 (knowledge and understanding) is also Level 4. There is accurate and relevant supporting knowledge on Vesalius, the Royal Society, the printing press and Sydenham.

It also covers 3 aspects of content.

Question 5

This was a popular question and most candidates understood the premise that Galen's continued dominance actually inhibited progress in care and treatment.

Galen's ideas were well known and there were some answers which described the Four Humours and Theory of Opposites at length and then stated that such ideas were ineffective in treatment. However, the majority of answers went on to explain that Galen's ideas were the basis of medical training for physicians and therefore progress was unlikely until Galen's authority was successfully challenged. These answers often explained why the Church found Galen's ideas acceptable and also how the Church controlled education and medical training. Strong answers also used this to challenge or modify the statement in the question, explaining that without the Church's dominance, Galen's ideas would not have been preserved and possibly more dissections would have led to better understanding of the body.

However, many candidates assumed that the Church was deliberately preventing progress and without the Church's dominance, progress in understanding of disease would have automatically occurred and effective treatment would have been available. Candidates tended to ignore the fact that while people had a common sense of understanding that hygiene was linked to disease, they still lacked the knowledge that would provide effective treatment and indeed, proper understanding of disease did not develop until long after the decline in the Church's authority. It was therefore pleasing to see that a number of answers recognised that the situation was not quite so straightforward as assuming everything could be attributed to Galen or even to Church control. These answers explained that Galen's ideas were logical and sometimes seemed to work, or that other ideas such as the influence of astrology or the idea of miasma, were also incorrect. In this context, treatment would remain ineffective without a proper understanding of disease and this was unlikely to develop since the level of medieval technology meant that microbes could not be studied. A number of answers also showed a good understanding of medieval society by explaining the reluctance to move away from generally accepted ideas.

Other challenges to the statement were based on the fact that many people relied on herbal remedies, which were not based on Galen's ideas and pointed out that these were often effective in cases of minor illness.

'Care' was usually discussed in terms of monastic hospitals and many candidates could explain that the seriously ill were not admitted and the focus of these hospitals was 'care not cure'. These comments were frequently negative, blaming the Church for not doing more without recognising that few other hospitals existed and that there was no effective treatment for serious illness. It was also frequently asserted that these hospitals were dirty and unhygienic. While it is true that patients often shared beds, religious institutions usually had high standards of hygiene (judged by medieval standards).

There was little discussion of care in the home or the role of the apothecary.

Candidates were confident on the main aspects of content in this question and it was very pleasing to note the number of strong answers that developed their own judgement linking the role of Galen and the Church, Galen and public attitudes or discussing other aspects of medieval medicine and care. There were some excellent answers in which a sense of an argument and evaluation developed consistently throughout the answer and then in the conclusion, explicit criteria was applied to explain the final judgement.

I disagree with the statement that the main reason why medical care and treatment was ineffective during the medieval period was because medical knowledge was based on Galen's ideas, because I believe other factors such as Religion, hospitals and education had a greater impact.

Some people may agree with the statement that the main reason why ^{cal}medieval care and treatment was ineffective during the medieval period was because medical knowledge was based on Galen's work. This is because an individual like Galen bought about the idea of The Four Humors, stating that disease was caused by internal factors in our bodies. So, the Theory of Opposites was seen as the correct care and treatment for it. For example, if your body was of an abnormally high temperature, cucumber would be used to 'cool' you. If your body was abnormally cold, chilli would be used to 'warm' you. Because Galen was such a respected individual, medieval people took his ideas as being perfect and so they were unchanged for over 1000 years. Due to this, the same quality of medical care and treatment during the medieval period was highly ineffective, as many refused to see Galen's ideas as incorrect.

However, I disagree with the statement that 'the main reason why medical care and treatment was ineffective ^{during} ~~because~~ the medieval period was because of ~~Galen's~~ medical knowledge was based on Galen's ideas', because I believe it was mainly due to ~~the Church~~ ^{the Church} ~~religion~~ ^{religion}. The Church heavily influenced medieval society and created disease was a punishment from God. Therefore, care and treatment was praying, donating to shrines, and pilgrimages. Due to the Church's high and powerful status, no one challenged their ideas because it was believed that if you did, you were challenging God and would be sent to hell. As a result, medical care and treatment was ineffective during the medieval period because the strong Catholic medieval society believed in the Church and were afraid to challenge them. The Church also links to Galen's ideas as the Church also believed in his theories and so they were deemed as reliable to society as well.

I also disagree with the statement that 'the main reason why care and treatment during the medieval period was ineffective was because medical knowledge was based on Galen's ideas', because I believe education had a ^{greater} ~~bigger~~ impact. Education was poor at the time and very simple. Nothing was taught about care and treatment and no new ideas were brought about. This was due to the fact that education^{al} systems e.g. schools were run by the Church, hence why the Church had the greatest impact, because they limited everyone's knowledge to be fixed onto

their beliefs and teachings. They also banned dissections as they said the body would not go to heaven. This again, limited knowledge and any sort of progression into ~~the~~ care and treatment in medieval society.

Finally, I disagree with the statement ~~because~~ that 'the main reason why care and treatment during medieval times was ineffective because medical knowledge was based on Galen's ~~and~~ ideas,' because I believe hospitals had a larger impact ~~as well~~. Hospitals in medieval times were not places of recovery, care, or treatment, but rather places of rest. This meant that staff were not medically trained, nor was it a place to go to get treated. This links to the Church because the Church ran hospitals, which were run by monks and nuns. Therefore, yet again, care and treatment was ineffective because of the Church's power in medieval society.

In conclusion, I disagree with the statement that ^{medical} 'the main reason care and treatment was ineffective was because medical knowledge was based on Galen's ideas,' because I believe the main reason is the Church because the Church influenced all other factors and also dominated ideas on care and treatment during the medieval period. Due to their the strong catholic society, the Church was unchallenged, and so for a very long time, care and treatment was ineffective.



The analysis is focused on the question and offers a consistent line of reasoning which clearly explains the influence of various factors making treatment and care ineffective. This therefore meets the Level 4 demands of the mark scheme for Assessment Objective 2 (analysis).

There is also a good range of precise knowledge and a good understanding of society, meeting the Level 4 criteria for Assessment Objective 1 (knowledge and understanding).

It covers 3 aspects of content and also addresses both care and treatment.

The judgement considers the impact of various factors and their relative importance is discussed in the conclusion.

This has met all the demands of the mark scheme at Level 4 and was therefore awarded full marks.



Plan your answer before you start to write it; this will help you to develop a consistent line of argument.

Question 6

Answers showed good knowledge about the role of government in public health, discussing Chadwick's report, the 1848 Public Health Act and the 1875 Public Health Act in order to explain the government's shift from a laissez-faire attitude to one where the government accepted greater involvement and responsibility. John Snow's work on cholera, the Great Stink and Bazalgette's sewers were all mentioned.

The government's actions in making smallpox vaccination compulsory and later vaccinations in the 20th Century were also discussed and, in some cases, the Liberal reforms of 1906-1911. Candidates wrote confidently about more recent government actions, for example anti-smoking, 'Change4Life', and '5 a day' campaigns. These were all used to show the government taking a more pro-active role in issues affecting health and usually the explanation was clearly focused on the role of the government. However, in some cases, a poor sense of chronology suggested that these changes were happening in the 19th Century and that they were linked to the 1875 Public Health Act.

The significance of the government's role in the NHS was also well known and detailed explanations were given showing the change from having to pay for doctors' visits and treatment to a system where this was provided and high-tech specialist care was available to everyone.

There were also attempts to discuss the government's role in research and the development of treatment but these comments were often less secure. Candidates were often unsure about whether the government funded research or they used examples of the French and German governments funding the work of Pasteur and Koch or the American government funding the development of penicillin. Stronger answers pointed out that the development of magic bullets or penicillin had limited effect on people's health until the provision of treatment was funded by the NHS.

Many knowledgeable answers remained at Level 3. They could show the importance of the government's role in public health, in treatment, in research and diagnosis etc but they did not address the central point of the question which was whether the main development in the government's role had been providing access to care and treatment.

The role of the government in providing health services has evolved massively during the course of the history. Governmental attitudes towards ~~more~~ ensuring health shifted from 'laissez-faire' to more involved, shown through the establishment of the NHS and the Public Health Acts.

One of the most arguably important measures taken by the government is the introduction of the NHS in 1948. This revolutionised medicine after the minister of health Beveridge sought to make sure everyone could access the same levels of treatment and medical care. The NHS impacted the lives of millions of people and raised the standards of care by providing free services and access to a wide range of technology designed to diagnose and treat disease such as endoscopes and CT Scans. This clearly highlights the significance of the NHS as it impacted the lives of millions of people by providing

Over services they would not be able to perform afford, One screening why the NHS is the most important change led to access and provision of medical treatment established by the NHS Government.

Another important measure taken by the Government is the Public Health Act 1875. Civil servant Edwin Chadwick commissioned a report that highlighted the poor levels of public health causing the poor and the Government in response created the Public Health Act. This act forced councils to upgrade their sewage systems, clear rubbish off the streets and ensure the overall sanitation of the houses and streets. This was highly significant as it sought to improve the overall health of the public, rather than just provide treatment when illnesses arise. This could be argued to be the most important role of the Government in the years 1800-present day as it led to the increase in life expectancy and the overall improvement of living standards, the

improving the lives of the people in Britain. However, it can be argued that without the Public Health NHS, the public health act would have had a limited effect on the life expectancy as the NHS provided the services that allowed the life expectancy to increase.

On the other hand, the most important role of the government in the years 1800 - present days ~~is~~ could be argued to be the healthy lifestyle campaigns. For example, ~~the Clean Air Act~~ was passed in the 1950s, the government began healthy lifestyle campaigns that encouraged people to live better lives through exercise and healthy eating and the reduction of bad habits such as smoking and excessive drinking. These sought to educate people about the impact of their lifestyles on their health as germs were not the only cause of disease. This led to the overall improvement in the standards of living of the people and more discoveries on what

causes disease. However, a large number of these campaigns were provided by the NHS, highlighting its significance.

In conclusion, the ~~to~~ ~~use~~ role of the government has ~~not~~ ~~been~~ ~~evaluated~~ ~~over~~ ~~time~~. The most important role, however, is the ~~provision~~ ~~provisioning~~ of medical care and treatments through the NHS which revolutionised medicine as everyone was able to access it. The NHS also ~~emphasised~~ ~~emphasised~~ the importance of good hygiene and healthy lifestyles, which had a large positive impact on the lives of people during the years 1900 - ~~present~~ present day.



The answer displays Level 4 qualities of Assessment Objective 2 (analysis) offering a line of reasoning and consistent analysis. The candidate considers the importance of government action in creating the NHS which provided equal access to health services; the importance of the Public Health Act, 1875, which 'forced' councils to take action and shows the significance of government action in anti-smoking and healthy lifestyle campaigns.

There is good knowledge on the various aspects of the government's role, so it displays Level 4 qualities of Assessment Objective 1 (knowledge and understanding).

3 aspects of content are covered.

Judgements are made throughout the answer, applying criteria and the conclusion justifies the judgement that the NHS is the most important aspect of the government's role in medicine.

This answer has met all the demands of the Level 4 mark scheme and received the full 16 marks.



Make sure you respond to the actual question asked and don't try to repeat an answer you have done previously.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as the term 'century'.
- Candidates need to understand the themes within the specification – ideas about the cause of disease, treatment and prevention.
- A number of answers failed to reach the highest level because they were not focused on the specific question being asked or did not deploy precise details.
- It is not necessary to use the question's stimulus points and candidates should not attempt to do so if they do not recognise them; however, candidates should aim to cover three aspects of content.
- While there was good knowledge of some topics, candidates cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.



Examiners' Report June 2018

GCSE History 1HI0 25

Answer ALL Questions in this section.

1 Explain two consequences of the Gold Rush (1849) for migration.

Consequence 1:

One consequence of the Californian Gold Rush (1849) was that there was more a rapid increase for migration at settlement. This mass movement resulted in population booms in California and led to the deterioration of law and order as the government couldn't enforce law systems effectively with the rapid rate of migration. This led to the development of ~~the~~ high crime rates due to claim jumping and shootings - and this further resulted in the creation of vigilante groups to deal with the crime unofficially because the government couldn't provide sufficient law enforcing officers across the whole of the Plains.

Consequence 2:

Another consequence of the Californian Gold Rush 1849 was that because many prospectors weren't lucky in finding gold, they began to do other jobs instead. This required employment for shops, bars and cafes. This encouraged more migration from the North East to the West, and this contributed to the development of mining towns. This increasing development grew around the mining towns, as these towns expanded out into the ~~of~~ Great Plains. This

2



P 5 7 3 7 3 A 0 2 3 2

means that the ~~the~~ Plains Indians have less land available to them, making them feel angry towards the government, who said the land was theirs, yet aren't doing anything to stop this growth.

(Total for Question 1 = 8 marks)

QC

Examiner comment:

For the first part of the response the consequence is explained clearly, with reference to population increase thus reaching AO2 Level 2. There is detailed specific information provided for AO1, which is also at Level 2. This response has more detail and explanation than is needed: the candidate could have stopped with the sentence ending 'rapid rate of migration' and received full marks. Overall, it reaches the top of Level 2.

The second consequence also has good knowledge with AO1 at Level 2, which supports a consequence with explanation, making AO2 Level 2. Overall, this response is at the top of Level 2.

Examiner tip:

Candidates should avoid writing overly-detailed responses, taking note of the amount of space provided.

Question 2

This new style of question was not generally approached in an appropriate manner by the candidates who attempted it. The overall structure of providing a beginning, development and end was demonstrated by candidates who attained Level 3. It was clear that such candidates had been taught to use language that demonstrated analysis of links, for example 'consequently', 'which resulted in', which was apparent, even if they had more limited knowledge.

Many candidates wrote several discrete, and often detailed, explanatory paragraphs about separate events, developments, and key individuals, rather than writing a coherent analysis linking the events and developments to create the unfolding narrative at the focus of the question.

The topic of conflict with the Plains Indians in the years 1862-64 resulted in a range of responses, with a good number able to establish a sequence. Most candidates were aware of the details of Little Crow's War or the Sand Creek Massacre but it is vital that candidates do not limit their responses to part of the period: for example, some candidates only discussed Little Crow's War, in isolation. There were some candidates who referred to the events of the Battle of Little Big Horn or the battle of Wounded Knee, instead of the Sand Creek Massacre, and confused Chivington and Custer. There was a considerable number of candidates who did not attempt this question.

2 Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64.

Bad harvest 1861

You may use the following in your answer:

- Little Crow (Little Crow's War 1862)
- Colonel Chivington

You must also use information of your own.

~~Sand Creek~~ ~~Massacre~~ ~~Red Cloud's War~~ 1864 beginning of

A main reason for conflict between the years 1862-64 was a bad harvest in 1861, this led towards both Little Crow's War and the Sand Creek Massacre. The government was introducing the 'assimilate or die' attitude and so Plains Indians, after a bad harvest were fully reliant on government for support facing starvation.

In 1862 Little Crow's War first sparked tensions, due to the harvest and the lack of crops from reservation soldiers Little Crow and his tribe stole food, burnt down government buildings and killed many soldiers leading to an increase in tensions, it also greater reinforced white opinion that Plains Indians were savages.

Later, in 1864 the Sand Creek Massacre took place. Over the 3 previous years due to the poor harvest

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Black Kettle and his tribe led raids on travellers, not harming them, but stealing food. The result of this was a massacre led by Colonel Chivington which, despite the Plains Indians waving white flags at surrender, killed 125 women, men and children. Overall both ~~white~~ Indians and whites were appalled. Chivington was condemned by the government. Black Kettle spread word of the massacre which increased the Indians' hostility towards whites - a factor which may have contributed towards Red Cloud's War which took place from ~~the~~ 1866-68.

Overall key conflict events, fuelled by a bad harvest in 1861, were Little Crow's War and the Sand Creek Massacre.

Examiner Comment:

The candidate has provided a clear narrative with linking analysis, and phrases such as 'sparked tensions' and 'the result of this'. It is structured logically, with correct sequencing thus reaching AO2 Level 3. Good knowledge showing understanding is used to support the narrative leading to AO1 Level 3. Overall, the response is at the top of Level 3.

Examiner tip:

Candidates need to remember this is foremost a narrative, with a beginning, middle and end, rather than a set of three separate paragraphs. Show how one point in the narrative leads to the next.

Question 3

This question comprised two 8-mark questions, based on the second order concepts of significance and consequence. Candidates had to explain the importance of two of the following three topics: Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers; the Timber Culture Act (1873) for the settlement of the Plains; the Johnson County War (1892) for relations between homesteaders and cattlemen.

The question on the Plains Indians was addressed more than the other two options. Candidates who addressed the importance of the factor raised in relation to development, produced Level 3 responses when supported by good knowledge and understanding. This was as opposed to candidates who explained the importance of the factor in general terms, who normally produced responses that stayed in Level 2.

In terms of the question on the Plains Indians, Level 2 responses often provided general knowledge on the beliefs of the Plains Indians, rather than the impact on relations with settlers. Several candidates talked about the lifestyle of the Plain Indians, rather than beliefs. For example, they discussed the buffalo in terms of hunting, rather than how they were important for the spiritual beliefs.

Candidates who attained Level 3 recognised multiple implications and were more likely to focus on aspects such as the settlers farming on sacred land, or how settlers' belief in Manifest Destiny clashed with land being provided by the Great Spirit.

The question on the Timber Culture Act produced a range of responses, with Level 3 candidates addressing primarily how the Act allowed farmers to produce enough food due to the extra acres available, and the settlements becoming more permanent. The responses that remained in Level 2 often demonstrated knowledge such as the details of the Act, without explaining why it was important. One misunderstanding that occurred was that some candidates discussed how the Timber Act meant timber was transported to the Plains, or focussed on the impact on the Plains Indians.

It was clear with the topic of the Johnson County War that candidates were aware of the events of the dispute. Unfortunately, several candidates wrote the details in the form of a narrative, which made it difficult to complete the analysis required for Level 3. Better responses linked the Johnson County War to the end of the open range in the long term, or demonstrated the facts that cattlemen were willing to take the law into their own hands.

Indicate your FIRST choice on this page.

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

- The importance of the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

Plains Indians believed that everything in nature had a spirit, that land couldn't be controlled and thus possessed. This belief ~~is~~ is demonstrated through their nomadic lifestyle, they didn't settle in one place and so worked with the land. However this greatly opposes the attitudes of white settlers who believed in manifest destiny and that it was God's wish for the Plains and the West to be populated. Due to this clash of opinion many conflicts were sparked based around who owned land, and white settlers trespassing on Plains Indian property due to their sense of entitlement. An example of this conflict is Red Cloud's War which took place in



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Turn over ▶

1866 and was sparked by settlers and miners travelling along the Bozeman trail.

Another differing belief was about the Buffalo, Indians respected Buffalo, an example of this is through the fact they buried its heart in the ground in order to give life to the earth. Indians only killed what they needed, then moved on, showing how they lived with nature, not against it. However the government, and white settlers saw buffalo as a threat, sometimes responsible for killing those travelling along the Oregon Trail, and an obstacle in the way of building the transcontinental railroad, Buffalo hunters like Buffalo Bill were hired and unfortunately by the end of the 1880s only 200 buffalo remained. Overall these opposing views led to tensions and conflict between the settlers and the Plains Indians.

Indicate your SECOND choice on this page.

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

WTSC

- The importance of the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

The Johnson County War took place in 1892 and was fuelled by deaths at homesteaders such as John Averill and Ella Watson, both owned a plot of land which was used by large-scale cattlemen and so this caused conflict. It was also thought Watson was a supposed cattle rustler which led to the deaths. Smaller cattle ranchers had chosen to do an earlier 'spring round-up' leading to larger cattlemen suspicious of rustling, the larger company ^{then} ~~so~~ employed 22 gunmen to execute the smaller company however the Sheriff discovered the plan for 'invasion' and the gunmen were imprisoned. However these rich cattle ranchers could afford the best lawyers and due to lack



at government funds the 'invaders' were set free. Overall this weakened relations between settlers and cattlemen, the power they had to escape the law, and to kill, outnumbered homesteaders.

It wasn't until the invention of barbed wire in 1874 when relations could be reconciled as cattle no longer trespassed on settlers' land or ate settler's crops, however sometimes this enclosure prevented settlers from getting to a water source and so relations were always conflicted.

The main effect of the war increased conflict between settlers and cattlemen, they weren't trusted and reinforced ideas of a corrupt law system.

Examiner comment:

First response: Timber – In this response, the candidate has provided an explanation with a line of reasoning, discussing expansion of the plains and hygiene, and showing analysis, thereby reaching AO2 Level 3. There is knowledge used in support; however, this should be more specific, so AO1 Level 3 is weak. Overall the response is mid Level 3.

Second response: Plains Indians – The candidate has attempted to analyse; however, the focus in the first paragraph is on lifestyle, rather than beliefs. The second paragraph does discuss beliefs but it is not well explained, making the

AO2 low Level 2. There is some knowledge demonstrated, which makes the AO1 Level 2. Overall, the response is mid Level 2.

Examiner tip:

Two well-developed explanations, that also have good knowledge and understanding, will enable candidates to attain Level 3. It is vital to have both knowledge and understanding used to support answers.

Question 5(a)

Candidates were asked to describe two features of Elizabeth's religious settlement. Where candidates achieved marks in Level 2, usually they identified a relevant piece of legislation and provided some information about it, for example, associating the Act of Supremacy with Elizabeth's role as supreme governor of the Church. A number of responses that received marks low in Level 2 did so due to a lack of clarity or irrelevant material: Mary, Queen of Scots and Mary I both featured regularly, as did the grievances of the Puritans, serving as a reminder of the importance of staying focussed on the topic.

At Level 1, candidates were able to identify Elizabeth's religion or an aspect of her legislation, for example English Bibles, but had not added further context to this, for example by saying that each parish needed to have one.

Option B4: Early Elizabethan England, 1558-88

If you answer Question 5 put a cross in the box .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe two features of Elizabeth's religious settlement (1559).

(4)

Feature 1

~~Elizabeth became the head of the Supreme leader~~
Elizabeth was made the head of the Church under the act of supremacy. All Church leaders had to swear allegiance to her.

Feature 2

A common book of prayer, written in English had to be placed in every church.

Examiner comment:

Although the candidate begins with an incorrect statement, the rest of Feature 1 identifies a legal aspect of the Religious Settlement and goes on to add a supporting detail. The second feature has confused the Book of Common Prayer with the English Bible, but has enough evidence to be awarded a mark. Therefore, this response gains 3 marks.

Examiner tip:

Avoid crossing work out on the short question – instead, see if you can continue adding to it, because you will not lose a mark for a mistake. This will save you time.

Option B4: Early Elizabethan England, 1558-88

If you answer Question 5 put a cross in the box .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe two features of Elizabeth's religious settlement (1559).

(4)

Feature 1

Elizabeth made an act which made her governer of the church the name of this act was called the act of supremacy

Feature 2

Elizabeth made both Protestants and Catholics go to the same way mass. If Catholics were caught for not going they would have to pay a fine.

Examiner comment:

Although the phrasing is clumsy, and the knowledge is a little vague, this response identifies two features of the Religious Settlement and provides each with a piece of supporting knowledge. Therefore, this response gains 4 marks.

Examiner tip:

Be strict with the time you spend on this question: you do not need much information to achieve full marks.

Question 5(b)

Candidates were asked to explain the reasons for increased exploration during the Early Elizabethan period. The vast majority of candidates were able to achieve at least Level 1 on this question, with the weakest answers providing brief comment related to the stimulus points, for example, improved journey outcomes thanks to more accurate maps.

At Level 2, candidates frequently described specific examples of aids or the positive examples set by Drake and, latterly, Raleigh. Many candidates emphasised the impact of rivalry with Spain, although at Level 2 this was often not linked explicitly to increased exploration. Other Level 2 answers maintained a good focus on AO2 but were limited by a lack of precise evidence, discussing luxury goods in vague terms, for example.

At Level 3, responses were able to extrapolate from, for example, the successes of Drake and other traders to explain that this motivated more Elizabethans to attempt the journey.

At Level 4, responses combined the motivation provided by other people's successful journeys with the enabling factors of better maps and bigger, safer galleons, to provide a coherent and sustained explanation of the reasons for the increase.

There was an over-reliance from some candidates on content that was only obliquely relevant to the topic, for example, increased poverty in the era. Whilst this may have led to more crew members available for the expeditions, it is not a reason why the number of explorative journeys increased.

(b) Explain why there was an increase in exploration in the years 1558-68 (12)

You may use the following in your answer:

- navigational aids
- luxury goods

You must also use information of your own.

Colonies
Treasure

Navigational aids grew much better in the second half of the 16th century. Nearly that ~~people~~ explorers could travel much further and have more of an idea where they were. Also, maps of the Americas were made which meant that when the expeditions got there they could have a rough ^{map} of the area. This meant that it was more of an attractive prospect; exploration.

Luxury goods were just being brought to ~~land~~ England by Spanish merchants in the 1500s. Some people got used to the luxury goods and wanted more. Sugar was one of these things that Elizabethan England loved. It was being carried there and more. This meant that exploration to the Americas was more profitable and businessmen funded people to go and buy sugar, tobacco, pearls and diamonds and sell them in England for a few times the

price. It was a very profitable business plan that made a lot of money for people in high places.

England wanted an empire like the Spanish Empire. The idea of colonies was relatively new, and Spain led the way to show how it was done. There were many advantages to colonies, cheaper means of luxury goods, plentiful supplies of raw materials for the country and more natural resources in the colonies. The queen herself and other businessmen funded explorers to go and to try and get colonies for England. The most famous one of these being Sir Francis Drake. However, he and his team weren't very successful at getting colonies. The Spanish had beaten them to it. However, they were good at being pirates. Rumour spread that English ships captured by Drake sank Spanish ships and stole their goods. They even sometimes bought the best wine at sea. This meant the amount of riches were brought back to England, causing people to fund even more exploration. Lots of gold was captured and the queen personally knighted Drake, to the dismay of King Francis of Spain who was annoyed by the piracy.

Examiner comment:

In comparison with the 6-mark example, this response covers very similar points but has achieved a mark in Level 4. The knowledge demonstrated is more detailed, and links back to the question are therefore more explicit.

Although there is some deviation from the focus on the second page, the final part of the paragraph ties its content back to the question. This answer achieved full marks.

Examiner tip: Select evidence precisely, to help you explain the causes of the event in the question.

Question 5(c)

Candidates were asked to debate an aspect of Early Elizabethan England history – either the reason for the failure of the Spanish Armada (5(c)(i) or changing attitudes towards the poor Q5(c)(ii). A significant majority of candidates opted to answer Q5(c)(i).

Weaker responses to Q5(c)(i) tended to focus on vague descriptions prompted by the stimulus points, of the impact of bad weather and/or fire ships. A common error at this level was to describe fire ships as ships that fired cannons at the Spanish or destroyed their ships, as opposed to breaking their formation. A significant minority of candidates also misapplied their knowledge of improved galleons, perhaps fresh in their minds from answering Q5(b), by explaining that the English had larger ships than the Spanish. Many candidates seemed to think Elizabeth was personally responsible for the tactics used.

In the mid-range, knowledge was usually accurate and more detailed, with Drake's Raid on Cadiz, the weakness of the Spanish leadership, and England's tactics to attack Spain's crescent formation the most common range of causes explained. However, links to the focus of the question were often left implicit, with candidates not analysing how the Raid on Cadiz had a long-term impact on the Armada's ability to succeed, for example. This, coupled with a tendency to continue adding causes, rather than to analyse those already identified, often led to a list-like outcome that lacked coherence or an appreciation of the debate to be had. This was particularly evident in answers where candidates had continued on additional paper: although they clearly knew much about the topic, this was not well-deployed to construct an evaluative analysis.

Answers that achieved highly in Level 3 and in Level 4 were marked on their ability to group causes together and provide a supported judgement that identified key turning points in the event: Spain's inability to secure a deep-water port coupled with the bad weather, for example.

When considering change in attitudes towards the poor in Early Elizabethan England in their responses to Q5(c)(ii), weaker answers to the question often included material related to the poor from other sections of the course. References to a lack of education and the different leisure pursuits of the poor were common, but usually not rewardable above Level 1, due to their lack of connection to the focus of the question.

A small number of candidates developed the Houses of Correction stimulus point by writing about workhouses in Victorian England, displaying a slightly worrying lack of chronological understanding. Candidates that focussed on the different categories of poor and/or the treatment of vagabonds tended to achieve slightly higher marks because these were more relevant to the conceptual focus. At Level 2, candidates were able to describe deserving poor and idle poor, the treatment of vagabonds and the work of the Houses of Correction. They were unable to identify or explain how this reflected change or continuity in the reign of Elizabeth.

At Level 3 and above, candidates were able to deploy more specific knowledge in relation to the topic. Common content included the names and dates of the poor legislation that was passed during this time period, although some candidates included references to the later Poor Laws, which were unfortunately not rewardable within the scope of this question. At this level, candidates were more likely to address the concept of change and continuity. Some answers deployed evidence about the lack of change in educational opportunities successfully, here, to exemplify continuity of attitudes. The changing treatment of vagabonds was also widely used.

The best answers were able to identify the nuances in the change of attitudes. For example, they explained that there was little change in the attitudes of the public towards the poor, but that government legislation reflected a softening of approach from the ruling class. Criteria against which judgements were made also sometimes considered change at different times during the period, linking increased poverty with changing attitudes.

I disagree because Elizabeth felt that the poor had been neglected by society. She ~~and her~~ put the poor law into action which taxed people and the money was given to the poor. This changed many people's attitudes towards the poor and ^{some} wealthy people decided to donate to charities as well as pay the tax. This was an improvement because before many people in society didn't care or take social responsibility for the poor so it was a huge step. The poor law lasted for 200 years.

Another reason why ~~but~~ I don't agree with the statement is because ^{because} society ~~was thinking~~ ^{was thinking} to recognize that ~~most poor~~ ^{most poor} people were "deserving poor" because they had tried and tried looking for job opportunities but never found any. They were called the deserving poor because they weren't beggars ~~on~~ on the street but there was still stigma around beggars as they were seen as lazy and some weren't even poor, but frauds.

On the other hand I do also ~~dis~~ agree that there was little change because vagabonds still weren't given the same attention as the deserving poor. Vagabonds would steal instead of looking for jobs and ~~by~~ many people in Elizabethan England didn't approve of it so if vagabonds were caught they would get whipped publicly and sent to jail.

I ~~agree~~ ~~that~~ agree with the statement also because the House of Correction was a place where the sick and deserving poor would stay while looking for a job. This was extremely helpful in supporting the poor community as they were able to give them a place to stay and encouraged them to find work. This also helped reduce poverty in Elizabethan England.

Overall there was a huge change in attitudes towards the poor due to Elizabeth taking action and ~~was~~ encouraging ~~society~~ ~~to~~ society to ~~take~~ take social responsibility over the poor.

Examiner comment:

In this response, the candidate has presented a balanced answer using varied evidence. This could be more precise, for example by naming the legislation described. Although the candidate has recognised the debate, there is a lack of coherence in the response, which might have been avoided by planning the order of the paragraphs before beginning the essay. The judgement has some support but the criteria are left largely implicit. This answer achieves Level 3 – 11 marks.

Examiner tip:

Improve the sense of debate in your essay by writing a short plan before beginning and, in your conclusion, evaluate the different causes against the criteria to make a judgement.



Examiners' Report

June 2018

GCSE German 1HI0 31

Question 1

In question 1, candidates are invited to make a valid inference about the success of the Olympic Games of 1936. There are two marks available for each inference – one for the inference itself and one for the supporting information. Most candidates seemed to understand how to make an inference although a disappointing number made inferences about matters which were not related to the specified enquiry i.e. the *success* of the Olympic Games. Such candidates made points about aspects of the source like the length of the closing ceremony without clearly relating this to the idea of 'success.' A disappointing number of candidates repeated or paraphrased the phrase 'The Nazis have succeeded with their propaganda' as their inference instead of using this as supporting information. However, those candidates who were able to provide an inference were almost invariably able to support it with a relevant quote, paraphrase or description of an aspect of the source.

Candidates used the table provided for the answers well and only those who also explained *why* their supporting information helped to support the inference (which is not required) had to use additional space for their answers.

A limited number of candidates attempted to use the provenance of the source to make inferences, but the target of this question is to make inferences from the content.

1 Give **two** things you can infer from Source A about the success of the Berlin Olympic Games in 1936.

Complete the table below to explain your answer.

(i) What I can infer:

The Olympic Games were successful in helping the Nazis spread their message.

Details in the source that tell me this:

"The Nazis have succeeded with their propaganda."

(ii) What I can infer:

The Games were very well run and showed the Nazis to be ~~organized~~ powerful and good leaders.

Details in the source that tell me this:

"The Nazis have run the games on an extravagant scale never before experienced."



ResultsPlus
Examiner Comments

This candidate has made two inferences supported by direct quotations from the source so gains full marks.



ResultsPlus
Examiner Tip

Candidates should read the whole question to make sure that their inferences relate to the specific question – in this case the success of the Olympic Games.

Question 2

Candidates performed well on this question and the topic of employment in Nazi Germany appeared to have been very well taught.

The majority of candidates were able to go beyond the stimulus points, with reference to three aspects of content and relate these to the question and it was noteworthy that even candidates with more limited knowledge of the content were often able to provide a clear structure in their answers, if not a clear analytical focus. The stimulus points are provided to help candidates to link the question they have been asked with the material they have studied and to provide a prompt to the analysis of the process of change. The majority of candidates used the stimulus points to aid their explanation of the reasons for the reduction of unemployment in Nazi Germany and many were able to add in at least one extra aspect of content. Knowledge was very strong in the area of rearmament with some high-performing candidates able to use Hitler's disregard for the terms of the Treaty of Versailles, and even failure of the international community to react to it, to explain why the Nazis were able to use rearmament to reduce unemployment. Most candidates were familiar with the autobahns as they are mentioned in the specification, although many candidates attempting to use specific knowledge about them often made wild estimates about the intended length of the new network or the numbers of men employed in their construction. Again, high level answers often explained why such public construction projects might have created the conditions for wider economic growth and, therefore, longer term reductions in unemployment.

Other popular topics were also those named in the specification such as the labour service and invisible unemployment and these were often well explained. However, those candidates who attempted to show that reductions in unemployment could be explained by recruitment to the SA and SS struggled to make a convincing case.

Candidates did not need to provide a conclusion to show a sustained line of reasoning and those who were most successful showed a sustained focus on the question in every paragraph. Candidates who only really attempted any analysis in a conclusion struggled to meet the AO2 requirements at the higher levels. Candidates are not expected to prioritise or link factors at Level 4 and few attempted to do so. In cases where candidates did prioritise factors, examiners were sometimes able to reward some aspects of the candidate's argument as showing a clear line of reasoning but it was not a strategy that automatically gained levels 3 and 4.

At Level 2, candidates often described the methods used to reduce unemployment which left links to the question too implicit to meet the AO2 focus on analysis. At Level 3 candidates were mainly focused on the conceptual focus of the question but sometimes lacked the wide-ranging knowledge required at Level 4. At Level 4 there were many sustained analytical responses supported by well-chosen examples which displayed clear understanding of the topic and these were often rewarded with full marks.

Overall, candidates were very comfortable with this style of question and produced a range of impressive answers.

2 Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-39.

(12)

You may use the following in your answer:

- rearmament Invisible unemployment
- autobahns RAD.

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

There were three main ways the Nazis were able to reduce German unemployment: the public works projects, rearmament and also changing the way unemployment statistics were calculated.

One way the Nazis reduced unemployment was through huge public work projects such as the autobahns - the German motorways. These would stretch for thousands of kilometres, and thus the Nazis helped to boost employment in the construction industry. Furthermore, the existence of efficient transport routes enabled German goods to be moved around more quickly, which helped create further jobs in German trade and industry. As a result, these new growing work sectors helped reduce unemployment whilst boosting other sectors of the economy, creating more jobs. Therefore Hitler's autobahn projects helped reduce unemployment by providing plenty of new jobs that had not previously existed.

Another reason why the NSDAP were able to reduce unemployment was rearmament. Despite the Treaty of Versailles, which ~~banned~~ limited the German army to 100,000, Hitler introduced military conscription in order to make Germany's defences and image stronger.

By the late 1930s 1360000 people were employed in the army, but 72,000 were also employed in ~~weapon and~~ aircraft construction industries, which came with the growing ~~a~~ military investment. Consequently, people who were previously unemployed were now employed as soldiers or factory workers, significantly reducing unemployment. Therefore Hitler's rearmament plans reduced unemployment by creating jobs in the army and the weapon construction industry.

The final reason why the Nazis could reduce unemployment was due to their adjustments to the way official statistics were calculated. For example, women, Jews, ~~and~~ political prisoners and anyone in concentration camps were not counted as unemployed, whilst people with part-time jobs were counted as fully employed. As a result, Germany had high levels of invisible unemployment, even though they reduced unemployment figures by 4 million. This made it seem like fewer people were unemployed and that the economy was benefitting from Nazi policies.

Therefore Nazi changes to how unemployment figures were calculated helped 'reduce' unemployment by ignoring certain groups of people who had been ostracised or removed from society.

In conclusion, Nazi public works helped create temporary jobs in the construction industry; military conscription boosted the number of people working for the army or related industries, and Nazi 'invisible unemployed' reduced the appearance and figures of unemployment in Germany.



ResultsPlus
Examiners' Comments

The candidate has covered three areas of content (autobahns, rearmament and invisible unemployment) and has, therefore, satisfied the requirements for Level 4 answers to go beyond the stimulus points and to show wide-ranging knowledge. In addition, detail is used to support the analysis, which is evident in every paragraph, rather than being provided simply as information.



ResultsPlus
Examiners' Tip

This candidate has provided a conclusion but it does not add to the marks awarded. Instead, Level 4 has been reached by the focus on the question which is evident in every paragraph.

Question 3 (a)

Candidates need to approach the utility question bearing in mind that judgements about utility should be based on the usefulness of the sources for the specified enquiry, in this case challenges to the Weimar Republic. It is important for candidates to remember that judging utility may involve some comments about reliability but answers which focus solely on this aspect tend to be extremely negative towards the source material.

Reliability can only ever be a small element of utility because an unreliable source can still be very useful. It is also important that in judging utility provenance is related to the content of the source. For example, the fact that the factory worker who was interviewed for Source C had actually experienced the traumatic events she is describing perhaps makes it more useful to understanding the challenges to the Weimar Republic. It might be true, as many candidates pointed out, that because she was interviewed 50 years after the events described she might have forgotten details. However, those same candidates often did not point out any areas in the source which displayed this forgetfulness. In addition, many candidates who had stated that the information in the source matched their own historical knowledge, often providing useful detail, then proceeded to describe the source as useless because of the time between the events and the interview.

Many candidates made simplistic judgements about the reliability of the two sources which simply did not match with their wider analysis. For example, many candidates dismissed Source B as not being trustworthy because it appeared in a newspaper and newspapers are 'biased' or tend to exaggerate. More sophisticated answers looked at the significance of such a photograph being featured in a newspaper. These candidates offered suggestions about how the widespread publication of the source might have made it more useful for finding out about challenges to Weimar because it might have shaped public opinion about the Kapp Putsch i.e. it gives a useful insight into how the public saw the challenge to Weimar.

The provenance of the source was often dealt with on a generic level and this is only likely to gain marks at Level 1. Many candidates who offered otherwise quite interesting analysis of the content and applied excellent subject knowledge to the interpretation of the sources still had a tendency to fall back on simplistic judgements about provenance. Again, in the case of Source B, these comments tended to be restricted to such ideas as the photograph being staged without any analysis of how, why or to what end. Candidates often referred to such things as the photograph being 'a snapshot in time' or that the technology to manipulate photographs did not exist in the 1920s so it was trustworthy. Not only are these statements too basic to be considered analytical but they are also demonstrably untrue.

Many answers made good use of contextual knowledge but some well-prepared candidates spent too much time talking about the Kapp Putsch and hyperinflation without using that material to support reasoning about the sources' utility, becoming stuck in Level 2 at best for many of their points. In addition, it is not possible to gain credit for simply asserting that the candidate knows an aspect of the source to be true without using specific knowledge to demonstrate this. Knowledge of the numerous challenges to Weimar was quite strong although a small number of candidates confused the Kapp Putsch with the Munich Putsch. It is also worth noting that simple comprehension – 'it states', 'it shows' – based on the assumption that such information is useful, remains low level. Developed statements about the usefulness of the content can reach Level 2 but answers consisting solely of such comments are unlikely to progress beyond mid-Level 2, irrespective of the length of the answer, because the other strands of the Assessment Objective have not been addressed.

In attempting to analyse utility, many candidates have obviously been encouraged to describe what is missing from the source and this led to some answers which could only be marked at Level 1 for

this aspect of the mark scheme. The primary focus for all candidates should be to judge the utility of what is there rather than what is not there. For example, many candidates claimed that Source B was not useful because it did not show all the soldiers in Berlin at the time but this is not something that the photograph could be reasonably expected to show. Candidates should recognise that the sources were not written in order to be used by historians and they cannot cover every detail that might be useful in an investigation.

Answers reach Level 3 by assessing the usefulness of the content in the light of the provenance and the candidate's own knowledge; the criteria used to make the judgement could be its accuracy (this is not the same as reliability), the relevance of the source, the way it could be used by the historian, how representative the source is etc. An evaluation of a source's utility should be explicit about the criteria being used, for example an answer should be able to explain that while the language may be emotive, the facts included can be supported from the candidate's own knowledge so the source is very useful despite any loaded language. Similarly, the answer might show an awareness of the different uses of a source for this enquiry: an interview might be only an indication of one factory worker's experience but its usefulness might be found in indicating the attitude of the working classes towards the government.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Doing this wastes time that could be used to explain the judgement made with regard to utility.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919-23?

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

(8)

Source B is a photograph of Freikorps soldiers taking part in the Kapp Putsch. We know that the Kapp Putsch failed as German workers went on strike thus not in support of the revolt the Kapp Putsch therefore was not successful. However this tells us that there were challenges to the Weimar Republic because of the different ideologies held by the people. The Kapp Putsch had a right wing ideology. This source shows how the Freikorps are involved and actively this shows how ~~the~~ they have changed views as they were helping in the Spartacist uprising. The Freikorps is a threat as they had military experience and evidently the photo shows they still have their uniforms and equipment, this means that they were a potential danger to Weimar. Rather than helping defend Weimar like previously, they are now going against them. On the other hand this source was a photograph for the newspaper therefore intended for publication therefore it's trustworthiness can be questioned as, if the Freikorps were aware of the picture being taken for publicity they would allow themselves to show they are succeeded to be presented as strong to the public. Therefore this source is useful to an extent.

Source C is an interview with a woman who recalls hyperinflation. From this source we can learn that money lost its worth and people were required money and as a result lost trust in Weimar Republic. We know that in 1922, Germany stopped paying reparation instalments ~~and~~ therefore in 1923, France and Belgium invaded the Ruhr, central to Germany's economy. ~~As~~ As a result workers were told to go on strike ~~and~~ in the Ruhr Germany had to print money to help pay off debts and workers on strike. The money printed however couldn't match their gold and had ~~no value~~ the money lost value. This led to hyperinflation where ~~money~~ for example bread cost 0.6 marks but rose to 20 billion marks. Therefore if Germans didn't support Weimar it was understandable, ~~and~~ this meant people were losing hope and trust to improve living standards. However this source is an interview in 1974, 51 years later. This could hinder the accuracy of the source as some information could have been forgotten or mistaken which limits the knowledge given on challenges to Weimar. However it does express ~~the~~ how the value of money dropped therefore this source is reliable but may not be accurate ~~because~~ due to the time frame. In addition this source however is very useful as it is from a person who actually experienced life in Weimar Germany during hyperinflation rather than being ~~an~~ ~~the~~ written by a historian or people doing research. It is a source ~~off~~ directly from a Weimar German.



This candidate applies valid criteria to the sources, such as accuracy, and makes some developed points about how the provenance might have an impact on the utility of the content of the source. For example, the potential 'staging' of the photograph is part of a well-developed point about the image the Freikorps might have been trying to present.



At Level 3 candidates will always have a clear focus on the utility of the source for the specific enquiry – in this example the candidate is focused on how useful the source is for an enquiry into the challenges facing the Weimar Republic.

Question 3 (b)

In this question candidates need to identify the difference between the views given in Interpretations 1 and 2 about the specified enquiry, in this case the challenges facing the Weimar Republic in the years 1919-23. Candidates are expected to identify a difference and evidence this by selecting relevant points from the interpretations.

Responses which asserted differences without support, for example stating that Interpretation 1 was focused on challenges from the Left and Right whereas Interpretation 2 focused on the challenge of hyperinflation, stayed in Level 1. Some candidates gave differences of detail, for example, 'some democratic parties did support the Weimar Republic' but on the other hand 'people talked openly about removing the government.' Candidates who did this without also showing how these details convey a difference of view also stayed in Level 1.

Level 2 was achieved when the candidates indicated a clear difference of view and supported it with detail from the extracts. Most candidates were able to score full marks and those that didn't fell into one of the 2 categories mentioned above.

Candidates' success in question 3(d) is influenced by how well they identify the views given in the interpretations. Therefore, those who did identify the differences of view about the challenges facing the Weimar Republic in this question, 3(b), were able to build on this more successfully than those who failed to, when it came to answering 3(d).

Some candidates tried to use extra space in the booklet to write very full answers but in many cases these were simply lengthy paraphrases of the interpretations which did not identify the main difference between them and failed to gain additional marks.

(b) Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Interpretation 1 explains that powerful political groups ^{was} ~~were~~ the main ~~over~~ ~~fact~~ challenge the Weimar republic faced, whereas interpretation 2 explains that hyperinflation was the main challenge.



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The candidate has clearly identified a major difference between the interpretations. However, without support from the interpretations the answer is limited to Level 1.

(b) Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23.

What is the main difference between these views?

Explain your answer, using details from both Interpretations.

(4)

Interpretation 1 talks about how the biggest challenge facing the Weimar Government was other political parties. This can be shown when it says "They were prepared to destroy it by force and replace it with their own government".

Where as Interpretation 2 talks about how the biggest challenge facing the Weimar Government was Hyperinflation. This can be shown when the interpretation says "the government could not find a solution and simply printed even more money off. This ruined the economy".



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As well as identifying a main difference between the interpretations this candidate has provided quotations to support the points being made which means that this answer must be placed in Level 2.



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Once a difference has been identified, short quotations from the interpretations or a paraphrase of some of the points made will be enough to provide the support required for Level 2.

Question 3 (c)

Moving on from identifying the differences in view in question 3(b), candidates need to explain reasons for those differences in question 3(c). Only one reason, effectively substantiated, is required to get into Level 2. Successful candidates were able to show an understanding of why historians come to different conclusions, or have different emphases. This might be due to a variety of factors such as the weight given to different sources, in this case candidates might refer to the support given by Source B for Interpretation 1 and by Source C for Interpretation 2. Some candidates also discussed the different emphases of the interpretations, with Interpretation 1 concentrating on political challenges such as those from Left and Right and Interpretation 2 highlighting the economic problems caused by the occupation of the Ruhr. Very few candidates developed the possible explanation that these were partial extracts from longer works.

Successful candidates selected one of the above approaches and evidenced their reasoning with specific support from the Interpretations. Most candidates were able to do this, with most opting for explaining the differences in terms of the weight given to the selection of sources by the historians. Those who stayed in level 1 did not fully understand the nature of the question. Some gave a valid reason for the difference in view, but failed to support this reason, stating for example that the views differ because the historians have used different evidence, but not providing evidence for this.

A significant minority of candidates attempted to speculate as to the background motivations of the historians which is not a requirement of this question. Candidates who did this tried to use the date of the Interpretation, the title of the book from which it came, or the nature of the interpretation i.e. being a website, as the reason for the differences in view. Candidates who did this stayed in level 1 as they were unable to support their ideas with evidence from the Interpretations. There is no requirement in the specification to address the historiography and the views being presented are alternative views not directed towards a controversy or specific debate. Candidates should appreciate that historians legitimately have differences of view and come to different conclusions when they conduct their enquiries into the evidence. The question is rooted in the interpretations that have been provided and therefore speculation about possible reasons for differences cannot be rewarded here if it is based on the provenance or what else might or might not have been said; candidates must be able to support their comments with evidence from the provided interpretations. The interpretations are not being used as evidence and therefore need to be treated differently from the sources, and without reference to the provenance.

A troubling number of candidates gained no marks on this question as they merely repeated what had been said in question 3b. Some candidates also mistakenly believed that one of the interpretations was written during the Weimar period, or even by the Weimar government, which they then tried to use as an explanation for the different viewpoints.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919-23.

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

(4)

Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919-23 as they take different focuses when looking at the Weimar Republic. This is seen in the fact that Interpretation 1 gives a more political historic perspective on the government's issues, while Interpretation 2 focuses on the economic and social effects of hyperinflation. This means that the Interpretations give weight to different events - ~~the~~ for example Source B's portrayal of the political unrest of the Kapp Putsch would suit Interpretation 1, yet the description of hyperinflation of Source C is better for Interpretation 2.



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This candidate has gained full marks by explaining how the writers have used a different emphasis in writing their interpretations and the answer is substantiated by references to the sources.

Question 3 (d)

This was the most challenging question on the paper, requiring students to show how what they had identified in 3 (a), (b) and (c) could be effectively used to explain why they agreed and disagreed with Interpretation 2. Interpretations 1 and 2 provide alternative views about the challenges to the Weimar Republic. These views are not a controversy. This section is the only part of the qualification in which candidates will be tested on AO4: Analysis and evaluation of interpretations. Three elements were necessary for candidates to be successful: evaluation and judgement of the given interpretation, the analysis of the provided material, i.e. the 2 interpretations, and the deployment of contextual knowledge to support the evaluation.

The second strand of A04 required an analysis of the Interpretations. In order to be successful, candidates needed to correctly identify what Interpretation 2 was saying - in this case that the challenge facing the Weimar Republic was an economic one in the form of hyperinflation. Pleasingly, most candidates were able to do this, identifying the gist of the interpretation clearly. Less successful candidates showed an awareness of the gist but did not analyse the interpretation effectively. Successful candidates were able not only to identify the gist but also to pick apart the details of the interpretation and show how these details were valid using their own knowledge, for example candidates might support the point given in Interpretation 2 about the actions of the government 'ruining the economy' by providing supporting detail in the form of accurate descriptions of the problems facing ordinary people. Impressively, some candidates were able to counter this claim by demonstrating how the swift actions of Stresemann at the end of 1923 brought about a rapid recovery, thus showing that hyperinflation was not such an overwhelming challenge after all.

Candidates were also expected to use Interpretation 1 to provide a challenge to the view given in Interpretation 2. In this case, Interpretation 1 suggests it was the political challenges from the Left and Right which threatened Weimar. Again, successful candidates provided good analysis of the interpretation and provided contextual knowledge in support of the points made.

A significant minority of candidates were less successful in terms of answering this question because they failed to use Interpretation 1. From level 2 upwards, this is a requirement of the mark scheme in terms of analysis of the provided material. Sadly, a small number of eloquent and analytical responses were unable to be awarded highly due to their failure to use Interpretation 1.

A very small number of candidates failed to use either interpretation and proceeded to approach the question as if it were simply asking about the reasons why the Weimar Republic failed, ignoring even the basic fact that the republic survived this period. Others wrote a general answer about the challenges to Weimar. Candidates who did not engage with either interpretation, no matter what the quality of their contextual knowledge, failed to get out of Level 2. The target AO for this question is AO4, not AOs 1 and 2.

Most candidates were able to provide a degree of contextual knowledge to help answer the question. The most successful candidates used precise evidence to support both interpretations, including other aspects of content that may not have been specifically mentioned, for example the Munich Putsch was sometimes used to show the fragile nature of the challenge from the Right. Candidates who used more generalised details were not as successful as candidates who used precise and well selected details to support their evaluation. A few candidates did not display any contextual knowledge, preferring to repeat bits of the Interpretations to support assertions made. Merely asserting agreement with points in the interpretation by saying 'from my own knowledge I know this to be true' is not sufficient evidence of contextual knowledge.

Most candidates were able to at least assert whether they agreed or disagreed with the view given

in the interpretation. Many were able to justify their evaluation by explaining how their contextual knowledge supported this. An encouraging number of candidates were also able to provide a line of reasoning that was coherent and logically structured which led to a supported judgement. However, only a handful of candidates were able to successfully address the strand of level 4 which requires candidates to 'indicate how the difference of view are conveyed', beyond the selection of information. These differences may be conveyed through, for example, language and tone or points of emphasis. 'Best-fit' marking means that candidates can get into level 4 even if they are not able to show how differences of view are conveyed. It is worth remembering that this is the only part of the qualification which focuses on AO4 which requires candidates to analyse and evaluate interpretations, explaining how and why they differ. These differences may be conveyed in a variety of different ways, including language and tone, selection of information and points of emphasis, dependent upon the specific interpretations provided. Further information may be found in *Getting Started* p 43, 45, 47-9.

Some candidates considered how the writer exaggerates their view of the failings of the Weimar government in Interpretation 2 by stating how they 'simply' printed more money. In the case of Interpretation 1 a few candidates questioned the somewhat excessive use of 'powerful' in describing the political groups threatening Weimar.

The existence of the strands which make up AO4 leads to 'best-fit marking'. All strands are considered before a final mark is decided upon. The most successful candidates, therefore, were able to display evidence of a clear understanding of all 3.

(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

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

(16)

I do not agree with the approach taken by interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23. The words "forced" and "could not find" used by the writer convey the ideas that the Weimar had no other choice^{than to print more money} and that the hyperinflation wasn't their fault. To a certain extent I agree that the French in Ruhr posed a threat on the stability of Germany, however I don't believe that the Weimar government were helpless in this situation. When Stresemann, in 1923, changed the currency to a temporary Rentenmark, resolved the problem of hyperinflation, ~~not~~ This information juxtaposes the interpreter's idea that "the government could not find a solution". The use of Stresemann, who was appointed Chancellor and foreign minister in 1923, allowed a more stable Germany immediately.

I do think, however, that the events that interpretation 1 covers are much more valid in the problems Weimar faced and closer to the truth. "powerful political groups" did refuse to accept the Weimar government straight away, and so did the general public, branding them as the "November criminals".

due to the Dolchstoß belief. This belief is also known as the 'Stab in the Back' theory as was the belief that the new government had ~~made~~ made a mistake by ending World War I. This belief ~~represents~~ conveys the idea that the general public and the "powerful political groups" were unwillingly to accept Weimar government, an idea which is conveyed in interpretation 1 and not in 2 as much. Interpretation 2 does hint at it in the last paragraph, when talking about the "people" who "openly" wanted to remove the government "by a population revolution or a military putsch", however not into as much detail as Interpretation 2.

Furthermore, interpretation 2 states that the hyperinflation ~~the~~ of 1923 "ruined the economy". While it did momentarily, in the worst case \$1 ~~to~~ 4200000000 marks, it was only a temporary issue that the Weimar faced and the "revolution" or the "military putsch" were more constant issues that the Weimar government faced, as there were several rebellions, one being the Spartacist uprising in January 1919 by Rosa Luxemburg and others. Uprisings like this were a more constant threat and in my opinion, a more accurate interpretation would focus on the rebellions rather than the printing of more money due to the strikes. Also, even if the interpreter of 2 wanted to focus on hyperinflation, it would be more useful for an enquiry about the struggles

faced by the Weimar government in 1919-23 to focus on the effects of hyperinflation, rather than the effects of "printing more paper money." To reiterate, I believe the word "ruined" is not a correct representation of the challenges faced by the Weimar Republic in 1919-23 on the economy side.

To recapitulate, I do not agree with interpretation 2 about the challenges faced by the Weimar Republic in 1919-23. I believe that interpretation 1 focuses more on the bigger issues they faced, although hyperinflation was a massive issue, the rebellions were a consistent problem from 1919-23. Also I don't agree with the perspective that the writer of interpretation 2 takes, as it makes the government sound helpless and that this issue was a long-drawn out process when in fact it was solved by Stresemann in the same year.



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This candidate reviews the alternative views presented in the interpretations and comes to a substantiated conclusion. Contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. All aspects of Level 4 are met and the analysis of the interpretations is very precise - even to the extent of analysing the language used to convey the points in each interpretation. This answer is clearly a high Level 4.

Paper Summary

Based on their performance in this exam, candidates are offered the following advice:

- When asked to make inferences in question 1, make sure that the inferences are relevant to the specified enquiry
- In question 3(a) focus on linking the provenance to the content of the sources
- When analysing the reasons for the different views in the interpretations focus on their content – candidates should not be concerned with the book title, the author or the type of publication
- In question 3(d) candidates must review the alternative views in both interpretations as well as using specific knowledge to support the points made
- All the sub-questions in question 3 should be seen as part of the same enquiry with each question guiding candidates towards the final analysis in 3(d)